DOCUMENT RESUME

ED 224 505 IR 050 085

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TITLE ERIC Clearinghouse Publications, 1981. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1981.
INSTITUTION ERIC Processing and Reference Facility, Bethesda, Md.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Jul 82
CONTRACT 400-81-0003
NOTE 72p.; For related document, see ED 208 882.
PUB TYPE Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131) -- Branch Around (888)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; Resource Materials; *State of the Art Reviews
IDENTIFIERS Educational Information; *ERIC

ABSTRACT

Document resumes of 173 substantive publications, produced by the 16 ERIC clearinghouses and appearing in Resources in Education (RIE), are alphabetically arranged by the 2-letter clearinghouse identification prefix, and, within each clearinghouse group, numerically listed by accession number. An abstract is provided for each title and a sample resume entry is given. The 12th bibliography in the series, it reflects the scope of each clearinghouse and contains citations on adult, career, and vocational education; counseling and personnel services; reading and communication skills; educational management; handicapped and gifted children; languages and linguistics; higher education; information resources; junior colleges; elementary and early childhood education; rural education and small schools; science, mathematics, and environmental education; social studies/social science education; teacher education; tests, measurement, and evaluation; and urban education. Subject, author, and institution indexes to the bibliography are provided, as well as an explanatory example of each type of index entry. The ERIC system and clearinghouse publications are briefly described. Addresses of the ERIC clearinghouses and information on how to obtain ERIC clearinghouse publications and order the ERIC abstract journal (RIE) are also included. (ESR)

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Educational Resources Information Center

U.S. DEPARTMENT OF EDUCATION
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ERIC® Clearinghouse Publications

1981

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1981

July 1982

Carolyn R. Weller, Editor

ERIC Processing and Reference Facility
Bethesda, Maryland

IR050086

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education, under contract no. 400-81-0003 with ORI, Inc. The opinions expressed in this publication do not necessarily reflect the positions or policies of NIE or ED.

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DOCUMENT RESUMES (ARRANGED BY PRODUCING CLEARINGHOUSE)

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FL — Languages and Linguistics 12
HE — Higher Education 14
IR — Information Resources 16
JC — Junior Colleges 16
PS — Elementary and Early Childhood Education 18
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Introduction

The ERIC System

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system sponsored and supported by the National Institute of Education (NIE). ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses located at universities or with professional organizations across the country (see Section VI of this publication for a complete list of ERIC components).

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,300 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,700 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections.

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse Publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the eleventh bibliography in this series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHY	SIZE	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-	p.	Jan-Dec 1981	173
		TOTAL IAP'S (1968-1981)	3835

This bibliography covers the calendar year period from January through December 1981. It lists a total of 173 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED 123 456(TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse Publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS).

See Section VII for instructions on how to order materials.

STATISTICAL SUMMARY—*BY CLEARINGHOUSE BY YEAR (1968-1981)*

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY1968	FY1969	FY1970	FY1971	FY1972	FY1973	FY1974-1975	FY1976, FY1977, FY1978 THROUGH DEC. 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	TOTALS
AC	Adult Education	24	16	20	28	20	16							124
AL	Linguistics	2	7	11	11									31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	83
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	161
CS	Reading and Communication Skills						60	38	46	13	8	8	5	178
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	341
EC	Handicapped and Gifted Children	14	11	55	68	106	57	57	5	4	5	14	12	406
EF	Educational Facilities	1	19	16										36
EM	Educational Media and Technology	7	8	11	8	14	16							64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	207
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	198
IR	Information Resources							30	47	8	12	6	4	107
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	308
LI	Library and Information Sciences		2	7	9	14	8							40
PS	Elementary & Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	224
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	175
RE	Reading	16	19	15	9	5								64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	288
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	92
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	191
TE	Teaching of English	3	7	32	24	26								92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	103
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	164
VT	Vocational and Technical Education	11	18	30	39	42	18	—	—	—	—	—	—	158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	3835

ERIC SAMPLE RESUME

From *Resources in Education* (RIE) (with Callouts for Each Data Element)*

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—Appears only when a language other than English is involved.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Education for Women.

Central Univ., Chicago, IL

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—CU-2081-S

Pub Date May 82

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1982).

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)

Language—English, French

EDRS Price MF01/PC06 Plus Postage.

Pub Type—Dissertations/Theses (040)

Descriptors—Career Guidance, Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations.

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20) percent, managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

*Note: all data elements do not appear on all documents.

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page
CE	—Adult, Career, and Vocational Education	1
CG	—Counseling and Personnel Services	2
CS	—Reading and Communication Skills	4
EA	—Educational Management	5
EC	—Handicapped and Gifted Children	10
FL	—Languages and Linguistics	12
HE	—Higher Education	14
IR	—Information Resources	16
JC	—Junior Colleges	16
PS	—Elementary and Early Childhood Education	18
RC	—Rural Education and Small Schools	21
SE	—Science, Mathematics, and Environmental Education	22
SO	—Social Studies/Social Science Education	25
SP	—Teacher Education	27
TM	—Tests, Measurement, and Evaluation	29
UD	—Urban Education	31

CE

ED 205 772 CE 029 784
Jacobson, Thomas J.
Organizing to Work with CETA. Information Series No. 224.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—40p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Coordination, *Educational Cooperation, Elementary Secondary Education, *Employment Programs, Federal Aid, *Federal Programs, *Financial Support, Grants, Guides, Models, Postsecondary Education, Program Administration, Program Development, Program Implementation, School Districts, *Vocational Education
Identifiers—*Comprehensive Employment and Training Act
This paper traces Comprehensive Employment and Training Act (CETA) vocational education coordination activities that have occurred in the past and provides suggestions for activities that can be pursued at the local school district level to help school districts participate in the funding opportunities available under CETA. It is designed for school-based and community-based employment and training service deliverers and decision makers. Section 1 provides a review of literature related to CETA/vocational education coordination and addresses topics such as accomplishments to date, problems and issues in coordination, effective mechanisms for facilitating coordination, formal versus informal coordination, and resources for learning coordination. Sections 2 and 3 provide specific guidelines for a process which local educational agencies can use to organize both internally (section 2) to prepare to coordinate with CETA and externally (section 3) to seek and manage subcontracts with CETA prime sponsors. Appended material includes an overview of the CETA legislation. (LRA)

ED 205 773 CE 029 785
Darkenwald, Gordon G.
Retaining Adult Students. Information Series No. 225.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—27p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.00).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Persistence, *Adult Dropouts, *Adult Education, Adult Students, Dropout Characteristics, Dropout Prevention, Dropout Rate, *Dropout Research, *School Holding Power, *Student Attrition, *Withdrawal (Education)
This paper provides a synthesis of research and theory directly related to retention of adult students. In the first of five major sections, readers are provided with a brief discussion of the nature and significance of the dropout-retention problem. Section 2 reviews research findings relating to who drops out and why. Sociodemographic, psychological, external situational, program context, and teaching-learning factors are examined in this section. Theoretical perspectives on dropouts and retention are reviewed in the third section. Theoretical models reviewed include the congruence model, expectancy-valence model, reinforcement of attendance model, and cost-benefit model. Section 4 outlines a general theoretical model of the dropout-persistence process in adult education. The final section discusses general guidelines for promoting adult student retention. (CT)

ED 205 774 CE 029 786
Brewer, Norma B.
Tailoring Vocational Education to Adult Needs. Information Series No. 226.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—34p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.80).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Learning, *Adult Programs, *Adults, *Adult Vocational Education, Disadvantaged, Educational Cooperation, Educational Environment, Educational Finance, Females, Financial Support, Material Development, Models, Public School Adult Education, *Vocational Education
This paper examines adult vocational education in the context of the current vocational education system. The first of four major sections defines and discusses the background of adult vocational education. In section 2, a typology of vocational education is presented, followed by a discussion of three funding categories as they relate to adult programs. These funding categories include (1) programs supported by public funds; (2) programs supported by private funds; and (3) programs that are cooperatively funded by local, state, federal, or private sources. In the third section, suggested models for designing a learning environment for adult vocational education are given. The final section examines selected adult populations with special needs for vocational education, including women, individuals with handicaps, and the disadvantaged. (CT)

ED 205 775 CE 029 787
Reardon, Robert C.
Developing Career Education at the College Level. Information Series No. 227.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—51p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.80).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Development, *Career Education, *Colleges, *Demonstration Programs, Educational History, Educational Needs, Experimental Programs, Federal Programs, Higher Education, Postsecondary Education, Program Descriptions, *Program Development, *Program Improvement
Designed for the practitioner, this paper presents a review of the literature on postsecondary career education. The paper begins with an overview of the

history and present context for postsecondary career education, including a review of the pressing needs of postsecondary schools, a description of some of the issues and problems facing postsecondary career education, and review of management strategies for delivering career education. The next section includes a summary of the state of the art in postsecondary career education, including prior model development and the evaluation of selected career education program elements. More than fifteen topics about postsecondary career education are explored. Section 3 summarizes practical implications of the preceeding literature review, and discusses some of the persistent issues and their implications for practitioners. The final sections include a brief summary and a listing of bibliographic references and other resources. (LRA)

ED 205 776 CE 029 788
Simpson, Elizabeth J.
Educating for the Future in Family Life. Information Series No. 228.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—43p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Development, Child Rearing, Children, Clothing, Consumer Education, *Family Environment, *Family Life, Family Life Education, *Family Problems, *Family Structure, Females, Food, *Futures (of Society), Home Economics, Home Furnishings, *Home Management, Housing, Nutrition, Older Adults, Parent Role, Parents, Social Environment, Social Influences, Sociocultural Patterns
This paper utilizes knowledge gained from work on future issues related to families, the work of futurists on social trends and technological development, and recent studies in home economics to draw conclusions regarding what people will need to know in the 1980s and beyond to be intelligent consumers and effective homemakers. The first of six major sections included in the paper examines trends, research, and projections for the future in the various aspects of family life. Section 2 focuses on major concerns in the area of child care and development, including alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of narcissism on families, and the role of parents vis-a-vis the experts in matters of child care. Other sections included in the paper focus on consumer education, home management, housing and home furnishings, and nutrition and food/textiles and clothing. In the concluding section, the social context of consumer and homemaking education is considered. (CT)

ED 205 777 CE 029 789
Reubens, Beatrice G.
From School To Work: A European Perspective. Information Series No. 229.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—40p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Compulsory Education, *Educational Development, Educational Research, *Education Work Relationship, Higher Education, *International Organizations, *On the Job Training, Program Development, School Districts, Secondary Education, *Vocational Education
Identifiers—Council of Europe, Council of Europe (France), European Community, Nordic Council, Organisation Economic Cooperation Development
This paper is a survey of school-to-work transition issues as they have developed in Europe. It contains discussion about the activities, research, and programs of each of four important international organizations, with particular stress on the period after 1975. These organizations are the European Community, the Organisation for Economic Cooperation and Development, the Council of Europe, and the Nordic Council. Topics examined variously under the four organizations include defining the transition from school to work, difficulties in the transition, proposed transition programs, linked work and training, education for sixteen- to nineteen-year-olds, preventive work in the school system, compulsory education, upper secondary education, higher education, new studies, and objectives of preparation for work. A summary and conclusions are appended. (CT)

ED 205 778 CE 029 790
Kerr, Barbara A.
Career Education for the Gifted and Talented. Information Series No. 230.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—50p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.80).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academically Gifted, *Career Development, *Career Education, *Career Planning, Curriculum Development, Elementary Secondary Education, Emotional Development, *Gifted, Goal Orientation, *Guidance Programs, Integrated Curriculum, Models, Resource Materials, Rural Education, Rural Schools, Student Needs, Talent, Urban Education, Urban Schools, *Vocational Maturity
This paper discusses the current state of research in the area of career education for gifted and talented students and its applications. The paper also addresses three major questions: What are the special career development needs of gifted and talented students?, What kinds of career education and guidance programs are currently meeting the needs of gifted and talented students?, and How might the successful strategies of these programs be integrated into the gifted education provided in every school setting, large or small? Topics examined include multipotentiality, emotional maturity and long-range planning, societal expectations versus personal goals, high and low expectations of particular groups, integration of career education and guidance into gifted education, educational models, curriculum development, rural or small town school program integration, and urban and suburban school program integration. A list of resources for career education and guidance of gifted and talented students is appended. (CT)

ED 205 779 CE 029 791
Lancaster, Anita Sklare Berne, Richard R.
Employer-Sponsored Career Development Programs. Information Series No. 231.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—69p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($5.10).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Development, *Career Development, *Career Planning, Case Studies, Educational Research, Educational Theories, Employers, *Industry, Models, Program Content, Program Design, *Program Development, Program Evaluation, *Program Implementation
This monograph presents an overview of employer-sponsored career development programs. It is divided into four sections. The "Adult Development" and "Adult Career Development" sections review pertinent theories and research (basic concepts, task model, transition model, theme model, adult career stages, career anchors approach, career development and planning programs). The "Career Programs and Practices for Adult Workers" section discusses factors contributing to the development of employer-sponsored career programs; an analysis of the delegation of responsibility for the development and ongoing implementation of such programs; descriptive information on current practices and programs; and future perspectives. In the appendix, case studies are presented that include overviews of career development programs within specific settings (Anheuser-Busch; Bache Halsey Stuart and Shield, Inc.; Disneyland; General Electric; Goddard Space Flight Center; Lawrence Livermore National Laboratories; Virginia Polytechnic Institute and State University). References and a selected bibliography are included. (CT)

ED 205 780 CE 029 792
Lambrecht, Judith J. And Others
Business and Office Education: Review and Synthesis of the Research. 3rd Edition. Information Series No. 232.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-76-0122
Note—181p.; For related documents see ED 011 566 and ED 038 520.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($10.50).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Accounting, Bookkeeping, Business Communication, *Business Education, *Business Skills, Career Education, Data Processing, Doctoral Dissertations, Educational Environment, Educational Objectives, Educational Philosophy, *Educational Research, Mathematics, *Office Occupations Education, *Office Practice, Shorthand, Social Environment, State of the Art Reviews, Typewriting, Work Environment
This review and synthesis of research in business and office education is based on doctoral dissertations and some independent studies completed between 1968 and 1980. Approximately twelve hundred studies are reviewed and represent the following major content areas: philosophy and objectives, educational environment, social and business environment, career education/careers, professional organizations (for teachers, students, and secretaries), bookkeeping and accounting, basic business education, communications, business mathematics, business data processing, shorthand and transcription, typewriting, and word processing. All the content areas are broken down into various subareas, such as objectives, curriculum, technology, teaching methods, evaluation, and the like. A comprehensive bibliography of the studies reviewed is included. (CT)

CG

ED 195 921 CG 014 938
Voogt, Robert D.
Counseling Overweight People.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—81
Contract—400-78-0005
Note—48p.
Available from—ERIC Counseling and Personnel Services Clearinghouse, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($6.00)
Pub Type— Reports - General (140) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior Modification, Community Programs, Counseling Services, Counselor Client Relationship, *Counselor Role, *Dietetics, *Eating Habits, Health Education, Health Needs, Individual Development, Models, *Obesity, Program Descriptions, *Self Help Programs

Obesity is one of the most prevalent health concerns currently facing industrialized nations. Psychological, social and emotional problems result from excess weight, and those who fail in their weight-loss efforts become extremely depressed. The obsession to be thin, particularly in the United States, is a boon to weight-control programs, both legitimate and fraudulent. Counselors can have a positive and reinforcing role in weight-reduction programs which combine general group support with behavior modification techniques. This monograph includes: (1) strategies counselors can use with clients; (2) self-management techniques to be practiced by individuals; (3) problems with various age groups and special populations; and (4) dieting "myths" and problems associated with both failure and success in losing weight. Dieting tips are provided and appendices include usable charts and records, a food exchange diet and an extensive list of food exchanges. Schools and community agencies are suggested as ideal locations for structured weight-control programs. (Author/KMF)

ED 195 923 CG 014 940
Sparks, Dennis
Helping Clients Manage Stress: A Practical Approach.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—81
Contract—400-78-0005
Note—55p.
Available from—ERIC Counseling and Personnel Services Clearinghouse, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($7.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adjustment (to Environment), *Behavior Change, *Coping, *Counseling Techniques, Counselor Client Relationship, *Counselors, Crisis Intervention, Emotional Adjustment, Personality Traits, Program Descriptions, Psychological Patterns, *Relaxation Training, Role Models, State of the Art Reviews, *Stress Variables

The pervasiveness of stress as a problem, with its many harmful effects on people, makes it a matter of growing interest for counselors and other personnel workers. This monograph provides definitions of stress, distress, and eustress, and discusses numerous causes of distress, as well as the benefits of stress to a healthy, productive life. Several strategies are presented to assist clients in identifying causes of their distress. A holistic view of stress is encouraged as well as the examination of a number of life style factors including: diet, exercise, life change events, and personality traits. The role of cognitive processes in producing or alleviating distress is elaborated. Three practical interpersonal approaches to stress management are described including relaxing techniques. (Author/KMF)

ED 195 924 CG 014 941
Moracco, John C.
Burnout in Counselors and Organizations.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—81
Contract—400-78-0005
Note—26p.
Available from—ERIC Counseling and Personnel Services Clearinghouse, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($6.00).
Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adjustment (to Environment), *Burnout, *Coping, *Counselors, *Emotional Adjustment, Emotional Development, Emotional Problems, Environmental Influences, Intervention, Job Satisfaction, Models, *Organizations (Groups), Psychological Patterns, State of the Art Reviews, *Stress Variables, *Work Environment

Burnout is a condition that exacts a heavy toll on individual and organizational effectiveness. In this paper stress and burnout are defined and their relationship to each other is identified. A model for stress is developed so that intervention strategies can be based on practical and conceptual grounds. Burnout in human service organizations is also identified, and six conditions that contribute to burnout in organizations are explored: lack of funds, lack of flexibility, lack of decision making powers for middle managers, task overload, little recognition for efforts, and nature of client population. One strategy for preventing burnout is the instituting of a social-professional support group which provides opportunities for organizational and individual assessment, a method to reduce conflict, feedback and rewards, timeouts for individuals, and screening procedures for new counselors. (Author)

ED 199 585 CG 015 006
Walz, Garry R. Benjamin, Libby
Programs and Practices in Adult Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0005
Note—58p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Counseling, *Adult Programs, Adults, *Counseling Services, *Guidance Centers, Outreach Programs, *Program Design, *Program Development, Program Evaluation

This monograph is based on the authors' visits and communications with directors and staff, and presents an analysis of adult counseling programs operating in many sites around the nation. General characteristics of adult counseling centers are assessed in terms of start-up and funding, public relations and referrals, location, hours of operation, fee schedules, staff and training, clientele and services, and evaluation methods. Some unique activities are also identified for a few centers. Issues of concern to program developers are discussed and recommendations are made for improving and enhancing services for adults. This publication does not prescribe any universally applicable prescription for designing and delivering adult counseling services. (Author/KMF)

ED 199 609 CG 015 030
Parker, Karen
Helping the Displaced Homemaker: One Day at a Time.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0005
Note—32p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Resources, Counseling Services, *Displaced Homemakers, Employment Opportunities, *Employment Potential, *Females, Financial Problems, Individual Needs, Job Placement, Job Skills, Program Descriptions, Reentry Workers, *Self Concept, *Self Help Programs
Identifiers—*Support Services

This paper describes the displaced homemaker, defines her plight, and delineates the successful Displaced Homemaker Program conducted by the Fort Wayne area (CETA) consortium. The emphases of the program focus on the fundamental concerns of the displaced homemaker, i.e., the establishment of a new identity, the resolution of financial problems and the setting of future goals. The components of this six-week program are outlined in detail, and include: (1) the initial period of informal interactions to establish a sense of group cohesion and support; (2) activities of the next five weeks which concentrate on self-image, community resources, individual need fulfillment through community resources, survival, and job attainment; and (3) other program services such as field trips to resource agencies and supportive service providers, psychological and vocational testing, medical and dental services, transportation, and child care. A letter from a participant is included as a subjective evaluation of the program. Recommendations from the program evaluation are elaborated. (NRB)

ED 199 610 CG 015 031
Lynch, Michael L. And Others
Student Affairs in the 1980s: A Decade of Crisis or Opportunity?
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0005
Note—80p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020) — Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Change, *Administrator Responsibility, Anthologies, Financial Policy, Grantsmanship, *Higher Education, Nontraditional Students, *Program Development, *Resource Allocation, Student College Relationship, *Student Development, *Student Personnel Services

Each paper in this monograph provides a discussion of and/or proposes a possible solution to a critical issue which must be faced by student affairs workers during the 1980's. The first article examines the legitimacy of student affairs as a professional entity within the field of higher education. The second article discusses the rationale of developing a theoretical basis and systematizing a plan for effective student affairs programming for new clientele, i.e., nontraditional students. The realities of planning, developing, and managing programs in a highly political environment with limited resources is discussed in the third article. A variety of approaches to resource allocation which are likely to be implemented during the 1980's are presented in the fourth article. The final article provides a brief overview of the grant application process and discusses several strategies to help applicants enhance their chances for funding. The future of student affairs and the administrative skills needed to ensure its survival are presented in the summary. (Author/NRB)

ED 199 611 CG 015 032
Manion, U. Vincent
Preretirement Education and Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0005
Note—40p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adjustment (to Environment), *Adult Counseling, Aging (Individuals), *Counseling Services, Delivery Systems, Employee Attitudes, Individual Needs, *Middle Aged Adults, *Needs Assessment, Program Descriptions, *Program Development, *Retirement

This monograph focuses on preretirement education and counseling programs as short-term events presented for the benefit of mature adults aproaching retirement. The first section examines preretirement education from a historical perspective and includes a review of current programs. Forces affecting the future direction of preretirement education are identified and discussed, as are basic adult counseling needs. The second section addresses the practical aspects of planning or selecting a preretirement education program for employees, group

members, or clientele. Detailed checklists are provided for the program planner and various program agendas are presented as examples of different program formats, content areas, and delivery modes. (Author/NRB)

ED 209 586 CG 015 539
Schreiber, Penny
Counseling for Stress Management. Searchlight Plus: Relevant Resources in High Interest Areas, 43+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0005
Note—145p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.95).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Annotated Bibliographies, *Coping, *Counseling Techniques, *Counselor Role, *Counselors, Family Problems, Literature Reviews, *Mental Health, School Counseling, *Stress Variables, Test Anxiety
Identifiers—*Stress Management
A review of the ERIC literature on stress is presented, revealing counselors' incorporation of stress management techniques into their work with clients as well as their own coping mechanisms for dealing with stress in their personal and professional lives. The materials provide an overview of stress, its effects on students, women, families, employees, and the stress and burnout that affects counselors and other helping professionals. An annotated bibliography of the ERIC documents and journal articles are cited as an appendix. (JAC)

CS

ED 196 051 CS 206 068
Winkeljohann, Rosemary, Ed.
Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 81
Contract—400-75-0029
Note—30p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $0.75 member, $1.25 nonmember)
Pub Type— Guides - General (050) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, *Curriculum Guides, Elementary Secondary Education, *English Curriculum, *English Instruction, *Evaluation Criteria, *Language Arts, Standards
This annotated list of recommended English language arts curriculum guides is offered to publicize good curriculum planning and guide writing and to provide models for schools who are reviewing their programs and need a variety of sample frameworks, units, and lesson plans. The recommended guides are arranged by the year in which they were recommended (1978, 1979, and 1980), with each annotation providing the following information: the grade levels involved; a description of the content, aims, and objectives; and information on obtaining the guide. Following the lists, criteria are offered for planning and evaluating English language arts curriculum guides. Designed to apply to many different content emphases within the field of English language studies as well as the learning process, the criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (RL)

ED 200 998 CS 206 288
Wagner, David L.
ERIC First Analysis: Elementary and Secondary Education; 1981-82 National High School Debate Resolutions.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0026
Note—111p.; Tables may not reproduce well due to small type.
Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($2.75 single copy, 10% discount on 10-49 copies, 20% discount on 50 or more copies).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Change Strategies, *Debate, *Educational Change, *Educational Finance, *Educational Improvement, Elementary Secondary Education, High Schools, *Minimum Competencies, Minimum Competency Testing, *Teacher Certification
Identifiers—*National High School Debate Resolutions
The purpose of this booklet is to provide a brief overview of the 1981-82 high school debate resolutions, which focus on minimum competencies, uniform financing, and standardized teacher certification as methods of improving the United States elementary and secondary education systems. The five chapters of the booklet are intended to prepare debaters for their own efficient investigation of the problem area. The five chapters are: (1) overview of current issues in elementary and secondary education, including an examination of federal, state, and local approaches to these issues; (2) the first resolution, minimum standards required for achieving an education; (3) the second resolution, school finance; (4) the third resolution, teacher certification; and (5) getting started, a review of useful information on researching the topic of education. At the end of the final chapter are footnotes for each chapter and selected bibliographies on the topic of elementary and secondary education. (RL)

ED 202 016 CS 206 281
Hodges, Richard E.
Learning to Spell.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0026
Note—43p.; TRIP: Theory & Research into Practice.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 27894, $2.00 member, $2.50 nonmember).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, *Handwriting, Language Arts, *Learning Activities, *Learning Theories, Orthographic Symbols, Phoneme Grapheme Correspondence, *Phonics, *Spelling, *Spelling Instruction, Teaching Guides, Writing Skills
Identifiers—*Orthography
Drawing upon research into the nature of the English writing system and about the development of spelling ability, this booklet presents an approach to spelling in which learning to spell is viewed as a highly complex intellectual accomplishment that develops over time and in conjunction with a student's experience with and knowledge of the properties and uses of language. The first section of the booklet reviews theory and research concerning the structure of English orthography, how children learn to spell and its implications for instruction, and the place of handwriting in spelling instruction. The second section presents approximately 40 activities for use in teaching spelling. The activities are grouped under four headings: (1) exploring sound and letter relationships, (2) manipulating letters to form words, (3) building words, and (4) alphabetizing and using the dictionary. (HTH)

ED 204 722 CS 006 160
Spiegel, Dixie Lee
Reading for Pleasure: Guidelines.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87207-226-6
Pub Date—81
Note—96p.; Class Grade Chart may not be legible.
Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 226, $4.00 member, $5.50 non-member).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Classroom Techniques, Guidelines, Independent Reading, Program Development, Reading Attitudes, *Reading Habits, Reading Instruction, Reading Interests, *Reading Programs, *Recreational Reading, *Student Motivation
Intended for classroom teachers and administrators who want their schools to reflect commitment to the idea that reading for pleasure is an essential part of every successful reading program, this book provides suggestions by which educators can coordinate their efforts with librarians and parents to get children to read voluntarily. The book is divided into two sections. The section on theory discusses background information on the importance of having a recreational reading program and reports the research on recreational reading. The section on practice presents ideas on motivating students to read for pleasure, initiating a recreational reading program, managing classroom time for recreational reading, and managing materials for a recreational reading program. (RL)

ED 206 036 CS 503 579
Ratliff, Gerald Lee
Beginning Readers Theatre: A Primer for Classroom Performance.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0026
Note—47p.; TRIP: Theory & Research into Practice.
Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($3.00).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Acting, Creative Dramatics, Drama, Higher Education, *Learning Activities, Literature Appreciation, *Readers Theater, Secondary Education, *Teaching Methods, *Theater Arts, Theories
Defining readers theatre as a technique for enhancing students' appreciation of literature and spoken language by dramatizing literary works in classroom settings, this booklet explains the basic principles of that form and offers exercises for applying those principles. The booklet notes that while the exercises are intended primarily for secondary school or college students, their underlying theoretical principles are valid for all instructional levels. The first section of the booklet provides a rationale for using readers theatre in the classroom and discusses its conventions, techniques for selecting appropriate literature to be dramatized, ways of staging the literature, and scripting of the literature. The second section provides 19 specific readers theatre exercises. (FL)

EA

ED 193 742 EA 012 605
Principal Evaluation. Research Action Brief Number 12.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 80
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Evaluation, Elementary Secondary Education, *Evaluation Methods, *Principals, Program Descriptions
Identifiers—*Project ROME

The research considered here provides the basis for a number of general observations. Evaluation itself appears to be worthwhile both as a way of measuring principal performance and of improving it by focusing attention on how principals are doing. The best evaluators appear to be teachers. District personnel and outside observers can also make useful evaluations. Principal self-evaluations are not very objective. Quality (how effectively principals perform key competencies) is more important than quantity (how often they perform them). Evaluations should focus on competencies that make a difference in the quality of education schools provide; key competencies are not always what educators think they are. Staffing and curriculum and instruction are important areas of leadership, and implementing and evaluating are key functions. The best evaluations are made by large groups of evaluators using precise instruments. Moreover, principals, who are, after all, the group being evaluated, should have a say in the kind of evaluation program that is used. Principals who help with the process and understand how it works will perceive that, despite its problems, evaluation is an opportunity, not a threat. (Author/IRT)

ED 193 808 EA 013 104
Hastings, Anne H., Comp.
The Study of Politics and Education: A Bibliographic Guide to the Research Literature.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 80
Note—302p.; Portions of index may not reproduce clearly due to marginal legibility of original document. Prepared in collaboration with the Politics of Education Association.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($4.50)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Education, Educational Finance, *Educational Research, Elementary Secondary Education, General Education, Government (Administrative Body), *Interdisciplinary Approach, *Politics, Postsecondary Education, Public Policy, *Research Reports, School Administration

This volume has been designed primarily as a research tool for scholars and students of the politics of education. For the most part, entries consist of books and monographs published from 1960 through 1979. Entries are classified according to subject matter into eight major sections and 47 subcategories. Listed in each subcategory are the complete citations to publications directly relevant to that topic as well as a listing by entry number of other related publications that have been classified in another subcategory. Entries also indicate whether the publication contains a bibliography, and an accession number is provided for those in the ERIC system. Moreover, any entry that is an edited collection of articles lists the individual author and usually the title of each article in the collection. The appendix lists and describes the major indexing sources of public documents. An author index and a subject index complete the bibliography. (Author/MLF)

ED 196 116 EA 012 997
Teacher Motivation. Research Action Brief Number 13.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 80
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Need, Board of Education Role, Educational Research, Elementary Secondary Education, Incentives, *Job Satisfaction, *Motivation Techniques, Professional Recognition, Rewards, Teacher Morale, *Teacher Motivation

Since there are few extrinsic rewards available to teachers, school boards should enhance intrinsic rewards in order to increase teacher motivation. Studies indicate that classroom interaction, feelings of personal achievement, and pride in workmanship are primary motivators for teachers. Absenteeism may be reduced through strong community support and teacher agreement with district policies. Furthermore, the organizational structure of a school affects motivation. In an environment in which rewards and privileges are distributed evenly and social relations are not highly stratified, teachers are highly motivated. School boards can intensify job satisfaction by creating an environment that enhances teacher self-confidence and achievement. Trust and encouragement are very important: teachers need to feel that problems will be solved in a non-threatening manner and that praise and acknowledgement are more than token gestures. The school board can promote community support through press releases and public relations campaigns informing people of teachers' positive accomplishments. Minigrants may be awarded to teachers for the implementation of a new idea, or reimbursement may be offered for inservice activities. Finally, teachers may be involved in the decision-making process, working for their own goals as well as for the school's. A sense of influence and achievement are critical in motivating teachers. (JK)

ED 198 618 EA 012 918
School-Based Management. The Best of ERIC on Educational Management, Number 53.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 80
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Annotated Bibliographies, *Budgeting, Community Involvement, *Decentralization, Decision Making, *Educational Administration, Educational Vouchers, Elementary Secondary Education, *Institutional Autonomy, Parent Participation, Principals, *School Organization
Identifiers—*School Based Management

The 11 items in this annotated bibliography on school-based management provide information on the pros and cons of the decentralization of budgeting, the administrative role, site management, and decision-making. Also discussed are the autonomy of schools, principals as educators with managerial skills, and education vouchers. The publications reviewed support the concept of school-based management because it encourages greater flexibility and faculty commitment, more effective communication, improved decision-making, and increased community involvement in public education. (WD)

ED 198 620 EA 012 981
Dismissing Incompetent Teachers. The Best of ERIC on Educational Management, Number 54.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 80
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Court Litigation, Due Process, Elementary Secondary Education, *Employment Practices, Remedial Programs, State Legislation, *Teacher Dismissal, *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement, Tenure

Eleven publications are reviewed dealing with tenure laws, establishing criteria for teacher evaluation, due process, relevant state laws, legal case studies, remediation, and the principal's role. The literature agrees that dismissal of tenured teachers is possible if evaluation criteria and evidence of incompetence are clear and if administrators adhere strictly to state law and due process in the dismissal proceedings. (WD)

ED 198 621 EA 013 053
Individualized Instruction. Research Action Brief Number 14.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 80
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academically Gifted, *Administrator Role, Behavior Problems, Disabilities, *Educationally Disadvantaged, Elementary Secondary Education, High Risk Students, *Individualized Instruction, *Individualized Programs, Special Education, Teacher Attitudes
Identifiers—Education for All Handicapped Children Act

Individualized instruction is an old concept that has been newly mandated by the Education for All Handicapped Children Act of 1975. Although neither widely used nor well-defined, individualized instruction is particularly relevant for students who fall outside the norms, behaviorally or academically. It has particular value for ghetto students and delinquent male adolescents. Research indicates that gifted students also benefit from an individualized approach. In most individualized programs, students work at their own paces and pursue objectives based on their unique learning needs. Teachers employ a variety of teaching strategies geared to students' aptitudes and frequently evaluate student progress. Effective leadership from the principal, staff commitment, and upper-level administrative support are identified as keys to success in individualization. Teachers tend to become more effective with individualization over time. Decentralized management and a centralized curriculum also contribute to a successful program. (Author/WD)

ED 199 808 EA 013 160
The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 80
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Change, Administrator Attitudes, Administrator Characteristics, *Administrator Role, Attitude Change, *Change Agents, *Change Strategies, *Educational Change, Educational Needs, Motivation Techniques, *Needs Assessment, Organizational Change, *Principals, School Administration

Twelve essays and books reviewed in this annotated bibliography contribute information about how principals can identify the need for change and how they can implement successful change strategies. The literature contains several case studies as well as empirical research data. One study concludes that change is more likely to occur when administrators are hired from outside the district. Outsiders were also found to be more committed to their careers and to believe they had more persuasive ability in initiating change. Another author emphasizes the importance of questioning the motives of administrators when they propose changes. Among elementary principals, those with more experience or those who employed teacher aides were more frequently viewed as comprehensive change agents. The interpersonal climate of a school, the technological level of a district, and the personal characteristics, attitudes, and behavior of principals are also seen as important factors in the initiation of change. (WD)

ED 199 810 EA 013 178
Administrators and the Courts. The Best of ERIC on Educational Management, Number 56.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, *Administrators, Annotated Bibliographies, Board of Education Role, Civil Rights Legislation, *Compliance (Legal), *Court Litigation, Discipline, Due Process, Educational Malpractice, Federal Courts, *Legal Problems, *Legal Responsibility, State Courts, Student Rights, Teachers, *Torts
Identifiers—Defamation, Supreme Court

The eleven publications reviewed in this annotated bibliography discuss litigation and legal issues in education, such as administrator discretion in student discipline, the constitutional rights of students and teachers, defamation of character, and the school board's authority to transfer personnel. The literature also examines the issue of proving good faith, the establishment of a legal identity for principals, the necessity for following due process, the limits to an administrator's immunity from liability, and the legal aspects of managing a school's fiscal and physical resources. The authors stress that a thorough knowledge of the legal responsibilities in all areas of school operation is necessary to effective administration. (WD)

ED 199 828 EA 013 259
Merit Pay. Research Action Brief Number 15.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Evaluation Methods, Incentives, Literature Reviews, *Merit Pay, Program Implementation, Rewards, Self Esteem, Teacher Attitudes, Teacher Effectiveness, Teacher Evaluation, *Teacher Motivation, Teachers, Teacher Salaries

Merit pay programs are based on the simple idea that educators should be paid what they are worth; yet these programs face a host of practical problems, mostly centering on the difficulties of developing and administering such systems. A review of research shows that money may not be the best way to motivate teachers, who are more influenced by the intrinsic rewards of teaching. A report by the Educational Research Service suggests that merit pay programs often prove unworkable. Taken as a whole, the research in the area points most emphatically to a single conclusion about merit pay; its potential rewards are uncertain and it should be adopted, if at all, with a good deal of care. Evaluations must be made by several persons working with specific, multifaceted, and clearly articulated guidelines. Merit raises should not be reserved for a few superior teachers but must reward all who achieve a specific objective. Plans should be considered that reward teachers with praise or recognition rather than money, and schools should help create systems that foster more satisfying work experiences for teachers. (Author/JM)

ED 199 829 EA 013 309
School Security. The Best of ERIC on Educational Management, Number 57.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Adolescents, Alarm Systems, *Crime, Delinquency, Disadvantaged Youth, Elementary Secondary Education, Emotional Disturbances, Lighting, *Prevention, Principals, *School Security, *School Vandalism, *Violence

The 12 items in this annotated bibliography are entries in the ERIC system concerning school crime and how to improve school security. The articles and documents focus on a number of issues, including (1) how to reduce vandalism, (2) the principal's role in school crime management, (3) factors correlated with disruption in schools, (4) the prevention of crime and strategies for dealing with it, (5) sound detection systems, (6) results of studies on violence and school vandalism, (7) security devices (especially locks), (8) methods for identifying and analyzing school crime problems, (9) a method for preventing crime by addressing the factors motivating adolescents to commit crimes, (10) the selection of a security alarm system, (11) the essential aspects of developing a basic security program, and (12) a unique program to discourage vandalism by turning off all lights after closing hours. (JM)

ED 202 082 EA 013 436
Managing Declining Enrollment. The Best of ERIC on Educational Management, Number 58.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Computer Oriented Programs, Decision Making, *Declining Enrollment, Educational Facilities Planning, Educational Planning, Educational Quality, Elementary Secondary Education, Enrollment Projections, School Buildings, School Closing, School Size, Space Utilization, State Boards of Education

Four documents and seven journal articles on the management of enrollment decline, selected from those recently made available through the ERIC system, are described briefly in this report. Topics covered in the items listed include what can be done at the state level, suggestions for projecting enrollment, how instructional space is being utilized, how long range planning can be accomplished, how to deal with stress in the administration of a shrinking district, how Minnesota has responded to enrollment decline, the uses of busing and leaves of absence to counteract enrollment decline, suggestions for maintaining educational quality, how citizens can be involved, and how computer simulation can make school closing easier. (PGD)

ED 202 105 EA 013 551
Staff Development. The Best of ERIC on Educational Management, Number 59.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Apr 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Learning, Adult Programs, Annotated Bibliographies, Elementary Secondary Education, *Faculty Development, Improvement Programs, Inservice Education, *Inservice Teacher Education, Institutes (Training Programs), Needs Assessment, *Professional Development, Professional Training, Self Concept, Small Schools, Staff Development, Teacher Participation, Teacher Workshops, Training Methods

Three documents and eight journal articles on staff development (focusing particularly on inservice teacher education), selected from those recently made available through the ERIC system, are described briefly in this report. Topics covered by the items listed include enhancing teachers' perceptions of themselves, identifying workable staff development programs, implementing staff development programs in small schools and districts, improving inservice training methods, selecting locations for inservice training, involving teachers in planning and managing their own professional development, assessing the need for inservice training, and recognizing the needs of adult learners for experiential learning in informal settings. (PGD)

ED 204 834 EA 012 867
Coursen, David
Administration of Mainstreaming. ACSA School Management Digest, Series 1, Number 22.
Association of California School Administrators.; ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-86552-076-3
Pub Date—81
Contract—400-78-0007
Note—39p.
Available from—ACSA, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($3.75, members; $4.75, nonmembers).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Role, Disabilities, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, Leadership Responsibility, *Mainstreaming, Program Attitudes, *Program Development, Resource Room Programs, Social Bias, Special Education, Student Placement, Students
Identifiers—*Education for All Handicapped Children Act

The Education for All Handicapped Children Act of 1975 requires mainstreaming, or the education of handicapped children with regular students, to the greatest extent appropriate. Although the provisions of the law call for each student to be assessed individually and provided with an Individualized Education Program (IEP), the costs associated with these requirements too often encourage schools to fit the children into programs that are designed to handle categories of disability rather than individual learning needs. Flexible, specific IEPs planned in collaboration with parents should be part of clearly defined, goal-oriented school programs. Support and leadership from administrators is a key to the success of mainstreaming. Administrators should be concerned with establishing good communications, developing mainstreaming skills through staff development programs, modeling and encouraging an attitude of respect and acceptance toward the disa-

bled, fostering participation in planning by all affected, and informing themselves of the options available for making school services and facilities suitable for mainstreaming. (Author/PGD)

ED 207 125 EA 013 612
Retain or Promote? Research Action Brief. Number 16.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jul 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Failure, Elementary Secondary Education, *Grade Repetition, Maturity (Individuals), Remedial Programs, Research Methodology, *Research Problems, Student Characteristics, *Student Promotion
Research on the retention or promotion of failing students has been unable to demonstrate the superiority of either method, concludes the author of this review. Furthermore, research shows that neither method by itself solves the educational problems of low-achieving students, since both retained and promoted students continue to achieve at levels below the class average. Jackson's earlier review of research found that most studies were invalid because they did not control for differences in ability or achievement among failing students. Thus studies comparing students retained or promoted under normal school policies are biased toward promotion policies, says the author, since the students promoted are doing better than those retained anyway. One study attempted to control for ability differences but failed to control for all of them. Research on individual studerts suggests that some student characteristics can favor retention or promotion, including the student's rate of progress before retention, the amount of lag behind the class, social maturity, and other factors related to the child, the child's family, and school personnel. These research findings imply that meeting the needs of failing students through programs adjusted to students' ability levels is more important than policies of retention or promotion. (Author/RW)

ED 208 451 EA 012 503
Coursen, David
Communications in the Open Organization. School Management Digest, Series 1, No. 21.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Foundation for Educational Administration, Burlingame, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—80
Contract—400-78-0007
Note—39p.
Available from—Foundation for Educational Administration, 1757 Old Bayshore Highway, Burlingame, CA 94010 ($4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrators, *Communication (Thought Transfer), *Communication Skills, Elementary Secondary Education, Management Development, Mass Media, *Organizational Communication, *Public Relations, School Community Relationship, Teacher Administrator Relationship
Identifiers—*Participative Decision Making
The increased demand on educational administrators to share power with parents, community groups, teachers, and school staff emphasizes the need for more participative decision-making and for improved communications with school groups and the outside public. Participative decision-making through groups or councils requires clear, unambiguous arrangements, support from the chief administrator, and a commitment to real power-sharing. The author provides guidelines for effective group procedures, for meeting group members' needs for inclusion, control, and affection, and for deciding the principal's role in the group. Communicating effectively with teachers and school staff requires that administrators understand the communication process, remain accessible, and develop skills in paraphrasing, describing behaviors and feelings, checking perceptions, and requesting feedback. A short selection of exercises for improving communication skills is included. For effective communication with the public, administrators need to develop public relations strategies that include personal contact, both formal and informal, with parents and with opinion leaders and other key communicators. Advisory groups and public surveys are among suggested methods for improved communication. Administrators also need good media relations to facilitate communication with many people in a short time. (Author/RW)

ED 208 452 EA 013 140
Lindelow, John
School-Based Management. School Management Digest, Series 1, No. 23.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Foundation for Educational Administration, Burlingame, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—86p.
Available from—Foundation for Educational Administration, 1757 Old Bayshore Highway, Burlingame, CA 94010 ($4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Role, Board of Education Role, Case Studies, Centralization, Community Involvement, *Decentralization, Decision Making, Elementary Secondary Education, Governance, Institutional Autonomy, Principals, *School Organization
Identifiers—Participative Decision Making, School Based Budgeting, *School Based Management
Many educators advocate school-based management, a method of decentralization wherein the school, instead of the district office, becomes the primary unit of educational decision-making. This shift is part of American education's long-term oscillation between administrative centralization and decentralization. Centralization, say its critics, has led to rigid, hierarchical structures and a lack of creativity, while decentralization offers greater diversity and flexibility in meeting student needs and gives parents and the community more say in their schools. Examples of school-based management are described in Florida and California and in the school districts of Lansing (Michigan), Edmonton (Alberta), Cherry Creek (Colorado), Louisville (Kentucky), Eugene (Oregon), Salt Lake City (Utah), and New York City. Under school-based management, school boards still set goals and policies and make final decisions, but central offices become facilitators, supporting and evaluating the schools, while principals gain greater authority and assume actual school leadership. Under school-based management the decisions schools control include curriculum matters, personnel selection, and budgeting (within a lump-sum allocation from the district office). School-based management also entails increased staffing and community involvement in decision-making through faculty committees and school advisory councils. (RW)

ED 208 453 EA 013 621
Violence in the Schools: How Much? What to Do? Research Action Brief. Number 17.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Center for Education Statistics (ED), Washington, D.C.
Pub Date—Aug 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Community Characteristics, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, Institutional Characteristics, Predictor Variables, School Vandalism, Student Attitudes, Student Characteristics, *Violence
Identifiers—Safe School Study
Recent research suggests that, on the whole, school discipline problems are not as widespread as the public believes. In 1975 the Bayh report depicted schools as hotbeds of violence and vandalism. Restudies of the Bayh data show the report was skewed toward large schools, where violence is more likely. The National Institute of Education's Safe School study and surveys of California and Indiana educators reveal that most schools have few violence problems and that most discipline problems do not involve violence. New information on the causes of school violence, provided by a New Jersey study and the Safe School data, help identify school, community, and student characteristics that accompany school violence. School characteristics correlated with violence include large size, overcrowding, lack of resources, and particular educational levels (especially junior high school); for communities, they include urban location and low socioeconomic status; and for students, they involve race, gender, and perceptions of disciplinary fairness and consistency. These results imply that school administrators can reduce violence by ensuring clear, firm school governance and by cooperating with teachers in setting school disciplinary policy. (Author/RW)

ED 208 493 EA 013 983
Motivating Teachers. The Best of ERIC on Educational Management, Number 60.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Role, Community Role, Elementary Secondary Education, Incentives, *Job Satisfaction, Teacher Administrator Relationship, Teacher Effectiveness, *Teacher Morale, *Teacher Motivation, Teacher Supervision
Identifiers—Maslows Hierarchy of Needs
Two documents and ten journal articles on teacher motivation, selected from those recently made available through the ERIC system, are described in this report. Topics include the need for teacher incentive systems; the use of open-space schools in which several classes are taught simultaneously in one large room; the ways in which school boards can motivate teachers; the principal's role in teacher motivation; the need to reward exemplary teachers; the role of minigrants in promoting teacher excellence; community incentives for teacher excellence; the use of performance contracts; the relationship between reward structures and cooperative behaviors; the role of intrinsic motivation; and Maslow's hierarchy of needs as it applies to teachers. (JEH)

ED 209 722 EA 014 114
Board or Superintendent: Who Manages the Schools? Research Action Brief Number 19.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Education Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, Board of Education Policy, *Board of Education Role, Elementary Secondary Education, Political Power, *Power Structure, Social Influences, *Superintendents
Recent research on the historical and political influences affecting the relationship between local school boards and superintendents is summarized and discussed in this paper. Following a brief summary of the historical development of the superintendency in the nineteenth and twentieth centuries, the author contrasts the opposing viewpoints of Callahan and Tucker and Zeigler regarding the actual

balance of power between boards and superintendents. Callahan believes the evolution of superintendencies has provided boards and superintendents with a system of checks and balances while still giving citizens a voice in the schools. Tucker and Zeigler see instead a lack of balance, rising superintendent dominance, and a loss of citizens' power. The paper next examines the status of superintendents today. It cites Zeigler and Jennings book, "Governing American Schools," which concludes that the superintendent is clearly dominant over the school board, and contrasts this view with the positions of Cuban and Boyd, who assert that a variety of political and social factors influence the relative power of superintendents. The author concludes that the local boards themselves are in the best position to decide what role they want to play. (Author/JEH)

ED 209 736 EA 014 193
Smith, Stuart C., Ed. And Others
School Leadership: Handbook for Survival.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-086552-078-X
Pub Date—81
Contract—400-78-0007
Note—353p.; For individual chapters, see EA 014 194-204 and ED 189 680.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($13.95; quantity discounts; make checks payable to ERIC/CEM Publications).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Administrator Characteristics, Administrator Qualifications, *Administrator Responsibility, *Administrator Role, Communication (Thought Transfer), Conflict Resolution, Decision Making, *Educational Administration, Educational Environment, Elementary Secondary Education, *Leadership, Leadership Qualities, Leadership Styles, Management Teams, Meetings, Principals, Problem Solving, Racial Discrimination, *School Administration, Sex Discrimination, Superintendents
Identifiers—*Leadership Effectiveness, Participative Decision Making, School Based Management, Stress Management, Time Management
Based on the assumption that the survival of the nation's schools and their leaders depends on these leaders having real influence over the quality of schooling, this volume draws from the work of many authorities to look at leadership from three perspectives: the person, the structure, and the skills. Chapters focusing on the person who holds the leadership position look at characteristics of today's educational leaders, at what makes an effective leader, at the scarcity of female and black school leaders, and at leadership style. The part of the volume focusing on structure looks at the organizational supports that underlie school leadership. It examines school-based management, management support teams, participative decision-making systems, and determinants of school climate. Chapters on leadership skills highlight several abilities administrators must master to be effective leaders in education today. This part of the volume looks at such skills as communicating, leading meetings, managing time and stress, managing conflicts, and solving problems. Practical suggestions for using this information in schools are offered throughout. (Author/JM)

ED 209 737 EA 014 194
Mazzarella, Jo Ann
Portrait of a Leader.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—19p.; Chapter 1 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Administrator Characteristics, Administrator Education, Administrator Evaluation, Administrator Qualifications, Administrator Selection, Communication (Thought Transfer), Educational Administration, Elementary Secondary Education, Environmental Influences, Family Environment, Heredity, Human Relations, Leadership, *Leadership Qualities, Literature Reviews, Personality Traits, Principals, *School Administration
Chapter 1 of a volume on school leadership, this chapter looks at research findings concerning the characteristics of leaders. The author begins by looking at those characteristics resulting from accidents of birth or early environmental influences and concludes that leaders are usually more intelligent than nonleaders, not firstborn, used to making decisions from an early age, and from a higher socioeconomic group than followers. The next section focuses on leaders' traits and skills in the area of human relations. The research cited concludes that leaders are better than average at interacting with others, enjoy socializing, and are good talkers and listeners. The final section concerns character qualities of the effective school leader. This section suggests that successful principals and other educational administrators have some traits that distinguish them from those who are less successful. These characteristics are clear goals, enough security not to resist change, and ability to be "proactive"—to initiate or lead rather than passively react. Practical implications of these findings for the selection, evaluation, and training of educational leaders are included. The chapter is intended to be especially helpful to those who hire school administrators or plan their training programs. (Author/JM)

ED 209 738 EA 014 195
Coursen, David Mazzarella, Jo Ann
Two Special Cases: Women and Blacks.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—20p.; Revised version of ED 102 640. Chapter 2 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses (070) — Opinion Papers (120) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Administrator Characteristics, *Administrator Selection, Educational Administration, Elementary Secondary Education, Leadership, Literature Reviews, Principals, *Racial Discrimination, School Administration, *Sex Discrimination, Superintendents
Chapter 2 of a volume on school leadership, this chapter examines the ethnic background and sex of educational leaders, concluding that, even after decades of civil rights and feminist activities, nearly all educational administrators are white males. The authors make a case for the value of diversity in educational leadership, then present their findings, concluding that there are today fewer women or minorities in educational administration than there were thirty years ago. The attitudes and practices that foster this situation are explored. Finally, the authors make specific suggestions for remedying the situation. The chapter is especially intended for those in charge of hiring administrators, those who work with women and blacks, and for women and blacks who are educational leaders or aspire to educational leadership. (Author/JM)

ED 209 739 EA 014 196
Mazzarella, Jo Ann
Leadership Styles.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—30p.; Chapter 3 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Administrator Education, Behavior Theories, Decision Making, Educational Administration, Elementary Secondary Education, Leadership, *Leadership Styles, Literature Reviews, Management Development, Principals, *School Administration, Superintendents
Chapter 3 of a volume on school leadership, this chapter reviews theories of leadership style. After defining leadership style simply as "how the leader leads," the author presents and explains significant ideas about the important components and environmental determinants of leadership style. The author looks at leadership style theories that stress decision-making, theories that stress ways of looking at subordinates, and those that stress the leader's emphasis on people or the job. After asking what the best style is and whether leaders can change their styles, the author examines many of the conflicting answers to these questions offered by researchers and writers. The final section presents specific ways in which important aspects of each leadership style theory can be translated into action in schools. The chapter is especially intended for leaders who want to examine and evaluate how they function, for those who want to explore how they might function as leaders, and for those who are interested in the theoretical reasons behind and implications of leaders' behaviors. (Author/JM)

ED 209 740 EA 014 197
Lindelow, John
School-Based Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—25p.; Revised version of EA 013 140. Chapter 4 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Administrator Role, Board of Education Role, Centralization, Community Involvement, *Decentralization, Decision Making, Elementary Secondary Education, Governance, *Institutional Autonomy, Principals
Identifiers—Alachua County School District FL, Alberta (Edmonton), Cherry Creek School District CO, Fairfield Suisun Unified School District CA, Irvine Unified School District CA, Michigan (Lansing), Monroe County School District FL, Participative Decision Making, School Based Budgeting, *School Based Management
Chapter 4 of a volume on school leadership, this chapter is a revised version of the issue of "School Management Digest" entitled "School Based Management." It draws from the work of many authorities to define, explain, and make a case for school-based management, a system of educational administration in which the school is the primary unit of decision-making. The author begins by examining in detail the school-based management concept. He relates the rationale underlying decentralized management to the criticisms of centralization on which it is based. Examples of successful school-based management are described in Florida and California and in the school districts of Lansing (Michigan), Edmonton (Alberta), and Cherry Creek (Colorado). The key role of the principal as the true leader of the school is discussed, along with the complementary role of the central office in supporting and evaluating the schools. It is noted that the school board still sets goals and policies and makes final decisions. The school site's control over curriculum, personnel, and budget matters is examined, followed by a review of the increased roles of the staff and community in the decision-making process. The author concludes that the rewards of autonomy and feelings of ownership are well worth the extra time and efforts spent on school-based management. (Author/JM)

ED 209 741 EA 014 198
Lindelow, John
Team Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—19p.; Chapter 5 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Administrator Responsibility, Administrator Role, Boards of Education, Communication (Thought Transfer), Decision Making, Educational Administration, Elementary Secondary Education, *Management Teams, Policy Formation, Power Structure, Principals, School Administration, Superintendents
Identifiers—Attleboro Public School District MA, *Participative Decision Making, Rio Linda Elementary School District CA, Yakima Public School District WA
Chapter 5 of a volume on school leadership, this chapter reviews the literature to define and explain management teams and to describe several successful management team arrangements. The author begins by noting that team management has recently enjoyed a resurgence as a response to collective negotiations, but beyond this function can have value in its own right as a way of improving school administration. The author emphasizes that for a team arrangement to be successful, trust among all parties–administrators, superintendent, and board–is important and that the superintendent's commitment to power sharing is essential. Additionally, he maintains that the design of the team management system is crucial, especially its communication channels. He notes that the team agreement need not be in writing and describes different types of team arrangements for different sized districts. The author emphasizes that the primary purpose of the management team is to bring middle-echelon administrators into the district's decision-making processes. Using information from interviews and articles, three examples of successful teams are described, in Yakima, Washington, Rio Linda, California, and in Attleboro, Massachusetts. (Author/JM)

ED 209 742 EA 014 199
Lindelow, John And Others
Participative Decision-Making.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—18p.; Chapter 6 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Decision Making, Elementary Secondary Education, Power Structure, Principals, *School Administration, *Teacher Administrator Relationship, *Teacher Participation, Teachers
Identifiers—Connecticut (Mansfield), *Participative Decision Making, Teacher Involvement Project
Chapter 6 in a volume on school leadership, this chapter makes a case for the use of participative decision-making (PDM) at the school-site level, outlines guidelines for its implementation, and describes the experiences of some schools with PDM systems. It begins by citing research indicating the advantages of PDM, including better decisions, higher employee satisfaction, and better relationships between management and staff. The authors then discuss guidelines offered by a number of authorities to help administrators implementing PDM. They advocate that administrators vary their decision-making styles. In addition they make suggestions about who should be involved in which decisions and touch on the extent, areas, and forms of involvement. The advantages of going slowly when moving to a more participative form of decision-making and of providing necessary training are noted. The authors describe two successful experiences with PDM, the San Jose (California) Teacher Involvement Project and the Mansfield (Connecticut) public schools. They conclude that when utilized correctly, PDM can be one of the most effective techniques a leader can use to motivate others to strive willingly for group goals. (Author/JM)

ED 209 743 EA 014 200
Lindelow, John Mazzarella, Jo Ann
School Climate.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—19p.; Chapter 7 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Administrator Role, *Educational Environment, Elementary Secondary Education, *Improvement Programs, Measurement Techniques, Norms, Principals
Identifiers—Organizational Climate Description Questionnaire
Chapter 7 of a volume on school leadership, this chapter defines, describes, and suggests ways to improve climate at the school building level. After citing a number of definitions of school climate, the authors conclude that school climate is the feel an individual gets from experiences within a school system, or the global summation of the individual's perceptions of how personnel and students behave and interact. Beginning with the "Organizational Climate Description Questionnaire," the authors discuss several climate assessment instruments to be used as a first step in a climate improvement program. Research linking school climate to student achievement, behavior, and attitudes is cited, leading to the conclusion that improving school climate is worthwhile. How to improve school climate is the focus of the next section, with an emphasis on the role of the principal and on the necessity of changing the norms in the school through techniques such as organizational development. Many practical suggestions are cited, together with the deduction that almost any approach to improve school climate undertaken with energy and optimism can be successful in improving morale, communication, and relationships with staff, students, and community. (Author/JM)

ED 209 744 EA 014 201
Coursen, David
Communicating.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—20p.; Revised version of EA 012 503. Chapter 8 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Administrator Role, *Administrators, *Communication (Thought Transfer), *Communication Skills, Group Dynamics, *Organizational Communication, Principals, *Public Relations, School Community Relationship
Chapter 8 in a volume on school leadership, this chapter is a revised version of "Communications in the Open Organization." It offers suggestions from a number of authorities for administrators who want to learn how to communicate more effectively with a variety of groups within and outside the school. It begins by explaining the human communications process within the school and how it can be facilitated and improved. Such techniques as paraphrasing, behavior description, perception checking, and feedback are explained and illustrated, and exercises for improving communication are suggested. How and why a principal should communicate effectively are emphasized. The second half of the chapter deals with communications between the school and the outside world. An effective public relations program, the author emphasizes, does not just happen but is carefully planned. It is recommended that school administrators assess public opinions about the school, specify the objectives they want their public relations program to meet, and then carefully plan what and how to communicate to the public. More specific public relations suggestions to use with particular groups–parents, citizen groups, the media, and "key communicators"–are also given. (Author/JM)

ED 209 745 EA 014 202
Huffstutter, Sandra
Managing Time and Stress.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—27p.; Chapter 10 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Administrator Attitudes, Administrator Responsibility, Administrator Role, Elementary Secondary Education, Objectives, Planning, Scheduling, School Administration, Self Help Programs, *Stress Variables, *Time
Identifiers—*Stress Management, *Time Management
Chapter 10 in a volume on school leadership, this chapter lists practical suggestions from many diverse sources for managing time and reducing stress. The author begins by noting attitudes and concepts that block or facilitate time or stress management. A number of time management strategies are suggested, including goal-setting, using a daily time log, and reducing time-wasters. External time-wasters discussed include visitors, telephone calls, meetings, paperwork, and coworkers' needs. Internal time-wasters are inability to say "no," inability to schedule and prioritize, inability to delegate, and tendency to procrastinate. Suggestions are made for dealing with both these kinds of time-wasters. The section on stress management begins by noting the overlap between time management and stress management problems and strategies. Stress is defined and the Social Readjustment Scale which ranks the stress of life events is reproduced. The author suggests keeping a daily stress log to increase awareness of specific problem areas. She then recommends ways to handle two kinds of stressors–those that can be controlled and those that cannot. The author concludes that managing time and stress develops the dedication, determination, and serious purpose necessary for lasting leadership. (Author/JM)

ED 209 746 EA 014 203
Lindelow, John
Managing Conflict.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—18p.; Chapter 11 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Administrator Responsibility, *Administrator Role, Communication (Thought Transfer), *Conflict, *Conflict Resolution, Ele-

mentary Secondary Education, Problem Solving, School Administration

Chapter 11 in a volume on school leadership, this chapter draws from the work of many authorities to define and classify conflict and present techniques for its management in schools. Emphasizing that conflict can have positive or creative as well as negative or destructive results, the author notes that all conflict need not be resolved. He offers several typologies of conflict based on such things as the kinds of issues involved and the severity of conflict. Three primary sources of conflict are identified: communications problems, organizational structure, and human factors. Stages of conflict are identified, ranging from anticipation to discussion to open conflict. With a warning that there is no one best method for managing conflict, the author explains several ways of dealing with it. Merely avoiding conflict is mentioned as sometimes valuable but often only a temporary answer. The author cites writers who recommend the creation of superordinate goals or the institution of mutual problem-solving. The use of compromise or arbitration is touched on as is the use of authority to settle disputes. The author lists several ways to manage conflict by altering organizational structure. The chapter ends with a caution: more important than knowledge of conflict management is actual experience in dealing with conflict. (Author/JM)

ED 209 747 EA 014 204

Hale, Norman Lindelow, John

Solving Problems.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0007

Note—24p.; Revised version of ED 151 894. Chapter 12 of "School Leadership" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.

Available from—Not available separately; see EA 014 193.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Decision Making, Elementary Secondary Education, *Force Field Analysis, Participation, *Problem Solving, Program Development

Identifiers—Brainstorming, Consensus, *Delphi Technique, Ellenstown School District WA, *Nominal Group Technique, Paramus Public Schools NJ, Skyline Wide Educational Plan

Chapter 12 in a volume on school leadership, this chapter cites the work of several authorities concerning problem-solving or decision-making techniques based on the belief that group problem-solving effort is preferable to individual effort. The first technique, force-field analysis, is described as a means of dissecting complex problems into their major parts or forces. According to the authors, once a problem is broken down into its components, an administrator can more easily plot a course toward its solution. The second problem-solving technique, the nominal group technique, is characterized as a means of generating alternative solutions to problems by asking group members to first formulate solutions independently, then share and discuss them. Applications of the technique and its advantages over conventional brainstorming techniques are described. The third problem-solving technique presented here, the Delphi technique, is described as a way to develop consensus on complex issues. According to the authors, several experts are asked to respond to a series of questionnaires that usually funnel the group toward consensus on the issue being discussed. Variations of the technique and several applications in schools are described. (Author/JM)

EC

ED 199 992 EC 132 568

Jenkins, Joseph R. Jenkins, Linda M.

Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-86586-110-2

Pub Date—81

Grant—400-76-0119

Note—99p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($7.25, Publication No. 212).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cross Age Teaching, *Disabilities, *Disadvantaged Youth, Elementary Secondary Education, *Peer Teaching, *Program Development, *Tutoring, Volunteers

The monograph focuses on tutoring as a means of improving achievement in handicapped and disadvantaged students. Chapter 1 looks at some of the factors which detract from instructional time, and points out some of the benefits of tutoring which are supported by research. Peer or cross age tutoring is discussed in Chapter 2 in terms of academic skills improvement in tutors and noncognitive benefits for tutors. A third chapter looks at elements of an effective tutoring program with sections on programed vs. directed tutoring, content of instruction, establishment of mastery levels, frequency and duration of tutoring lessons, tutor training and supervision, measurement of progress, and selection of tutor student pairs. Chapter 4 briefly outlines some of the important decisions and activities for teachers who implement a cross age tutoring program. Drawing on the materials developed by the National School Volunteer Program, Chapter 5 presents an overview of volunteer services, recruiting strategies, and procedures for managing volunteers in the classroom. A final chapter offers additional comments on tutoring. Appended are materials to illustrate how to prepare tutors for work with low performing children. (SB)

ED 199 993 EC 132 593

Nazzaro, Jean N., Ed.

Culturally Diverse Exceptional Children in School.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-76-0119

Note—117p.

Available from—The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Query source for price).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Students, Blacks, *Cultural Differences, *Disabilities, Elementary Secondary Education, Ethnic Groups, *Gifted, Individualized Education Programs, *Minority Groups, *Multicultural Education, *Student Characteristics

Identifiers—Limited English Speaking, Obscenity

Five author contributed papers focus on helping teachers work more effectively with culturally diverse handicapped or gifted children and their parents. The first chapter, "Understanding Where the Students Are Coming From" by J. Nazzaro and M. Portuondo considers the need to develop a multicultural perception, barriers to parent involvement in the schools, and suggestions for facilitating parent involvement. "Special Problems of Exceptional Minority Children" (J. Nazzaro) looks at Asian Americans, Black Americans, Hispanic Americans, and Native Americans in terms of identification of exceptionality, special problems, and values and learning style. This chapter includes a table for each minority group in which relevant characteristics of specific conditions are related to characteristics of a culture and the possible implications. A. Ortiz considers "Development and Implementation of IEP's for Exceptional Bilingual Children" in a chapter which includes sections on needed resources, special considerations for linguistically and culturally diverse students, parental participation, placement alternatives, and instructional strategies. The next chapter, "Understanding the Use of Abusive Language," by A. Sullivan defines abusive language and provides a functional analysis of nine types of profanity. The final chapter by H. Bessand-Byrd is titled "Competencies for Educating Culturally Different Exceptional Children" and identifies competencies in the areas of values, philosophy, and traditional and contemporary life styles, human growth and development, assessment, and the learning environment. (DB)

ED 201 167 EC 132 829

Forness, Steven R.

Recent Concepts in Dyslexia: Implications for Diagnosis and Remediation.

California Univ., Los Angeles.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 81

Contract—400-76-0119

Note—31p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 for postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Dyslexia, *Educational Diagnosis, Elementary Secondary Education, *Etiology, Literature Reviews, *Reading Difficulties, *Remedial Reading, Research, *Theories

The report briefly reviews research on the concepts of attention, memory, and linguistic deficits, as well as maturational lag and interactive factors; and considers possible implications for assessment and instruction of reading disabled/dyslexic children. Early theories relating to dyslexia or specific reading disability are traced from S. Orton's first theoretical paper to such recent theories as that of intersensory integration. Problems in definition of learning disability are noted, as well as the confusion regarding etiology. Selected research is cited and implications for assessment and instruction are drawn from the findings. Among conclusions are the following: early identification of potential reading difficulty through predictive test batteries is often valid; while informal assessment may have disadvantages, recent theories increasingly warrant such techniques with dyslexic children in the absence of valid standardized approaches; few valid subclassifications of dyslexia exist which enable teachers either to group such children for instructional purposes or to match a particular remedial program to an individual child; and daily instruction is needed to produce gains in disabled readers. (SB)

ED 201 168 EC 132 830

Shaw, Stan F. And Others

Stress and Burnout: A Primer for Special Education and Special Services Personnel.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-86586-117-X

Pub Date—81

Contract—400-76-0119

Note—69p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.50).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, *Disabilities, Elementary Secondary Education, *Intervention, *Prevention, *Special Education Teachers, *Stress Variables, Teacher Education, *Teacher Morale

The primer is designed to help promote mental, physical, and emotional health in school personnel and to prevent job burnout, with primary focus on interventions that special education and special services personnel, administrators, and teacher trainers can implement to manage stress and prevent burnout. Nine chapters address the following topics: the

problems of stress and burnout for educators, the problem of burnout for special services personnel, assessment of individual and organizational stress, modification of special education policies and procedures, inservice training, management of stress and prevention of burnout, the administrator's role, the role of the special services professional, and strategies for preservice training. A final chapter summarizes each of the nine previous chapters and concludes that on a formal level, schools and colleges of education in cooperation with local school districts should encourage and support major research in the areas of stress management and burnout prevention; and that on the local level both school boards and teacher organizations should carry out informal study projects aimed at investigating what makes a superior teacher superior and what prevents a poor teacher from becoming significantly better. Appended are a paper on analyzing observations of stress conditions, a bibliography, and information on general models of intervention. (SB)

ED 201 169 EC 132 846
Grossi, John A., Ed.
Parent/Advocate Groups for the Gifted and Talented.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Apr 81
Contract—400-76-0119
Note—55p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 for postage and handling, IAP No. 80-5).
Pub Type— Reference Materials - Directories/-Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Child Advocacy, Elementary Secondary Education, *Gifted, *Parent Associations, Parent Role, *Talent
The directory lists 123 local or state parent groups for gifted children in 37 states. Groups are listed alphabetically by name under each state. Provided for each listing is name and address; a contact person (name, address, and phone number); an additional contact person; membership number; organization focus; examples of past and present activities; and desired future activities. Also included is a fact sheet on how a parent group can effect legislation for the gifted and talented. (DB)

ED 202 184 EC 132 822
Wood, Frank H., Ed.
Perspectives for a New Decade: Education's Responsibility for Seriously Disturbed and Behaviorally Disordered Children and Youth: Selected Papers Based on Presentations from the CEC/CCBD National Topical Conference on the Seriously Emotionally Disturbed (Minneapolis, Minnesota, August 13-15, 1981).
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-86586-118-8
Pub Date—81
Contract—400-76-0119
Note—201p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091 ($15.95).
Pub Type— Collected Works - Proceedings (021) — Information Analyses (070)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Autism, Behavior Problems, Educational Policy, Elementary Secondary Education, *Eligibility, *Emotional Disturbances, *Intervention, Nontraditional Education, Preschool Education, Severe Disabilities, State of the Art Reviews, Student Placement
Fourteen papers from a 1980 institute on the educational needs of seriously emotionally disturbed children focus on issues regarding eligibility, services, and programing. The following titles are represented: "Preschool Children with Severe Emotional or Behavioral Disorders: Program Directions and Unmet Needs"; "Adolescents with Severe Behavioral Disorders in the Regular Secondary Schools"; "The Influence of Personal, Social, and Political Factors on the Labeling of Students"; "Social Validation: Evaluating the Effectiveness of Interventions with Behaviorally Disordered Pupils"; "Placement and Reintegration Information for Emotionally Disabled Students"; "Exclusion of the Socially Maladjusted from Services Under P.L. 94-142"; "Autism: Teacher Preparation Issues"; "Policy Issues in Providing Psychotherapy and Counseling as Related Services"; "Teacher Consultation and the Resource Teacher: Increasing Services to Seriously Disturbed Children"; "Alternative Schools for Troubled Youth: Bridging the Domains of Education and Treatment"; "The Elmwood Center: Alternative Programing for Secondary Behaviorally Disturbed Students"; "Music, A Therapeutic Intervention for Emotionally Disturbed Youth"; "Directive/Process Consultation with Parents of Behaviorally Disordered Adolescents"; and "Effectiveness of Developmental Therapy for Severely Emotionally Disturbed Children." (CL)

ED 204 934 EC 133 501
Gorin, Susan And Others
Overcoming Communication Barriers: A Cooperative Action Planning Workshop for Parents and Educators of Exceptional Children.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jun 81
Contract—400-76-0119
Note—31p.; A part of the ERIC Exceptional Child Education Report Series, IAP No. 80-8.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 for handling while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Skills, *Disabilities, Elementary Secondary Education, *Gifted, Parent Attitudes, *Parent Teacher Cooperation, Teacher Attitudes, Workshops
Instructions are given for conducting a workshop to enhance communication between parents of exceptional children and educators. Ten activities, designed for a day long workshop, are broken down in terms of time, description, purpose, setting, materials, and methods. Among suggestions are activities to identify and prioritize areas of common concern, discuss development of action plans, and formulate action plans. (CL)

ED 204 935 EC 133 502
Lloyd, Carol Erickson, Donald K.
A Directory of Special Education Resources.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jun 81
Contract—400-76-0119
Note—125p.; A part of the ERIC Exceptional Child Education Report Series, IAP No. 80-6.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 for handling while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Accessibility (for Disabled), Child Advocacy, Demography, *Demonstration Programs, *Disabilities, Educational Finance, Educational Resources, Elementary Secondary Education, *Gifted, Incidence, Instructional Materials, Labor Force, *Organizations (Groups), Research and Development Centers, *Resource Materials, Technical Assistance, Testing
Identifiers—Parent Materials
The directory lists sources of information regarding the education of handicapped and gifted children. Title, address, contact name, phone number, and brief descriptions are given for sources in the following areas: general information; statistical/incidence/demographic; training and manpower; curriculum; child use instructional materials and nonprint professional materials; technical assistance, model programs, validated practices, and improvement of practice; research and development; handicapped consumer/advocacy organizations; exceptionality specific organizations; parent information; facilities/accessibility; finance; legal resources; testing; marketing/commercial; the literature (databases); and program/service directories. (CL)

ED 204 998 EC 140 036
Cambel, Marion, Ed.
State of the Art and Future Trends in Special Education 1980: An Analysis Using the ERIC Data Base.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 81
Contract—400-76-0119
Note—100p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 to cover postage and handling while supply lasts).
Pub Type— Reports - Evaluative (142) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administration, Behavior Problems, Career Education, Communication Disorders, *Disabilities, Early Childhood Education, Educational Diagnosis, Elementary Secondary Education, *Futures (of Society), Gifted, Learning Disabilities, Literature Reviews, Mental Retardation, *Models, Physical Disabilities, Program Descriptions, *Research, *Special Education, State of the Art Reviews, Teacher Education, *Trend Analysis, Visual Impairments
The report analyzes trends in research and programs in special education. Twelve reviewers from each of the divisions of The Council for Exceptional Children (CEC) reviewed abstracts of ERIC (Educational Resources Information Center) documents (project reports, research reports, and conference presentations). The ERIC documents resulted from a computer search of all documents submitted between December 1979 and November 1980. Reviewers completed a matrix on scope, age/educational level, main focus, program or research, and unusual content indicating developing trends. Each reviewer's narrative comments are presented for four components: research and program activity (including discussion on omitted documents and field terms); new models, programs, or research with significant or future implications; state of the art and future trends; and suggestions for future analyses. Reviewers represent the following CEC division areas: administration (Robert L. Guarino); behavioral disorders (Steve C. Imber); mental retardation (Donna Denney Tynan); educational diagnostic services (R. C. Taylor); learning disabilities (Linda Brown); career development (B. Diane Wimmer); communication disorders (Paul A. Waryas); early childhood (Jane DeWeerd); physically handicapped (Barbara Sirvis); visually handicapped (Anne L. Corn); gifted (Felice Kaufmann); and teacher education (Robert G. Simpson). (CL)

ED 207 317 EC 140 068
Gallagher, James J.
Days of Reckoning-Days of Opportunity: The 1981 Statesmen's Roundtable.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jun 81
Contract—400-76-0119
Note—24p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 while supply lasts).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Disabilities, Educational Trends, Elementary Secondary Education, *Special Education, Special Education Teachers
Presented are the formal presentation and edited comments from the 1981 Statesmen's Roundtable focusing on professional accountability in special education. The author's presentation addresses some of the assumptions made about special education, and the role of The Council for Exceptional Children regarding evaluation and accountability.

Among the points made are the following: particularly in the case of mildly handicapped children, it is the environmental milieu of the family, the neighborhood, and the school, as well as the child's individual characteristics, that determine how the child fares in the classroom; professionals need to pursue program evaluation both on the full range of developmental characteristics of the child, and in the extent of our programmatic impact on secondary institutions, such as the family and the schools; and The Council for Exceptional Children should see to it that special education leads the way in responsible and comprehensive self evaluation and self improvement. Responses and reactions to the presentation are given for the following individuals: P. Jones, J. Hebeler, J. Birch, J. Dinger, R. Mackie, K. Wyatt, F. Connor, J. Kidd, S. Kirk, P. Smith, R. Simches, and S. Ashcroft. (SB)

ED 209 851 EC 140 365
Smarte, Lynn
Discovering Special Education Resources: A Workshop on ERIC and ECER.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Sep 81
Contract—400-76-0119
Note—30p.; ERIC Exceptional Child Education Report series.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Databases, *Disabilities, Elementary Secondary Education, *Information Retrieval, *Research Tools, Resource Materials, Search Strategies, *Special Education
Identifiers—*ERIC, *Exceptional Child Education Resources
The workshop is intended for individual or group use to understand the Educational Resources Information Center (ERIC) and the Exceptional Child Education Resources (ECER) databases as a way of finding information on special education topics. Information products available from ERIC and The Council for Exceptional Children (which maintains the ECER database) are described. Manual searching and computer searching approaches are discussed, with examples of citations and searching formats appended. (CL)

ED 209 889 EC 140 606
Nazzaro, Jean N., Ed.
Computer Connections for Gifted Children and Youth.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-86586-119-6
Pub Date—81
Grant—400-76-0119
Note—87p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 ($16.65).
Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computers, Elementary Secondary Education, *Gifted, *Microcomputers, Program Descriptions, Programing, *Talent
Written by computer specialists, teachers, parents, and students, the 23 articles emphasize the role computers play in the development of thinking, problem solving, and creativity in gifted and talented students. Articles have the following titles and authors: "Computers and Computer Cultures" (S. Papert); "Classroom Computers–Beyond the 3 R's" (F. Bell); "Reflections of a Computer Language Nut" (S. Bloch); "It Started with Games" (C. Karnes); "Two Programs from a Young Eighth Grader" (S. Bahcall, H. Nelson); "Teaching Parents About Using Microcomputers" (T. Dwyer, M. Critchfield); "Children and Home Computers–Some Observations on the First Generation" (B. Banet); "An Apple a Day Keeps a Kid Occupied" (R. Buszta); "Microcomputers for Gifted Microtots" (A. Doorly); "Kids and Computers–The Future Is Today" (S. Larsen); "Micros 'GOTO' School" (D. Piele); "The Hampton City Schools Computer Program" (N. Harkavy); "The Paducah Tilghman High School for Gifted Students" (S. Davis, P. Frothingham); "Computers...Are All Dinosaurs Dead?" (D. Glover); "The Talcott Mountain Science Center" (D. Barstow); "Computeronics–A Course in Computer Literacy" (P. Bird); "Bringing Microcomputers into Schools" (G. Ropes, H. Gaylord); "Statewide Educational Computer Systems–The Many Considerations" (K. Hausmann); "Van Helps Schools Select the Right Computer" (B. Staples); "Some Thoughts on Computers and Greatness in Teaching" (T. Dwyer); "The Hacker Papers;" and "Educational Software" (D. Lubar). Lists of printed materials, vendors and manufacturers, and resources on using microcomputers in schools and classrooms conclude the document. (SB)

FL

ED 208 671 FL 012 589
Behrens, Sophia A., Comp.
Directory of Foreign Language Service Organizations: 2. Language in Education: Theory and Practice, No. 33.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-154-9
Pub Date—81
Contract—400-77-0049
Note—68p.
Available from—Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007 ($7.00).
Pub Type— Reference Materials - Directories/-Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cultural Centers, *Educational Resources, *Education Service Centers, *English (Second Language), Instructional Materials, *Organizations (Groups), *Professional Associations, Publishing Industry, *Second Language Instruction, Student Exchange Programs
This directory is intended to provide foreign language educators as well as persons interested in foreign languages and cultures with a convenient reference guide containing information on the availability of resources and services that can help enrich classroom instruction and independent study. Two major sources of information and services for the teaching of English as a second language have also been included: TESOL and the English language division of the British Council Central Information Service. This second edition of the directory has three new features: (1) a greatly expanded language index, now covering publishers and distributors as well as organizations; (2) more than 40 new organizations, many of them NDEA centers; and (3) several organizations involved in international student exchanges or study programs. The directory is divided into three sections: (1) foreign language service organizations; (2) publishers and distributors of foreign language materials; (3) the language index. Suggestions on how to use the directory are provided at the end of the introduction. (MES)

ED 208 672 FL 012 590
Joiner, Elizabeth G.
The Older Foreign Language Learner: A Challenge for Colleges and Universities. Language in Education: Theory and Practice, 34.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-155-7
Pub Date—Oct 81
Contract—400-77-0049
Note—58p.
Available from—Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007 ($4.00).
Pub Type— Guides - Classroom - Teacher (052) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Students, Affective Behavior, Age, Aptitude, Audiolingual Methods, Classroom Techniques, Communicative Competence (Languages), Educational Policy, Grammar Translation Method, Hearing Impairments, Individualized Instruction, Information Processing, *Instructional Materials, Intensive Language Courses, Physical Characteristics, Postsecondary Education, Problem Solving, Psychological Characteristics, *Second Language Learning, Social Influences, *Teaching Methods, Visual Impairments
The adult students who are the subject of this report bring a different orientation with them to the study of language than does the typical adult immigrant or foreign student of English. This former group may be engaged in foreign language study in order to satisfy a college level language requirement or as part of a continuing education or personal improvement program. The paper, divided into three sections, discusses the characteristics and needs of these adults as well as the means available for their education. In discussing the physiological, psychological, and sociological characteristics of older learners, the paper reviews: (1) adult life-cycle tasks; (2) age and learning ability; (3) the role of visual and auditory impairment in learning; (4) information processing, problem solving, and the older learner; and (5) affective variables and the older learner. Discussed programs, methods, and techniques available to the teacher of older language learners include the audiolingual method, the cognitive method, the grammar/translation method, community language learning, suggestology, and the total physical response method. Also discussed are communicative competence, individualization of instruction, intensive instruction, means for maximizing the learning strengths of adult learners, and methods for improving classroom organization and material preparation. (JK)

ED 208 673 FL 012 591
Cooper, Stephen
ESL Theses and Dissertations: 1979-80. Language in Education: Theory and Practice, 35.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-156-5
Pub Date—81
Contract—400-77-0049
Note—28p.
Available from—Center for Applied Linguistics, 3520 Prospect St, NW, Washington, DC 20007 ($3.25).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Bilingualism, Contrastive Linguistics, Cultural Education, Curriculum, *Doctoral Dissertations, *English (Second Language), Grammar, Higher Education, Instructional Materials, Language Research, Language Tests, Language Usage, *Masters Theses, Phonology, Psycholinguistics, Reading Instruction, Second Language Learning, Sociolinguistics, Teaching Methods, Visual Aids, Vocabulary, Writing Skills
This is the fifth annual compilation of graduate theses and dissertations in English as a second language (ESL). This series is intended to provide researchers in ESL, bilingual education, and related fields with specific information on current graduate-level studies. Each of the sixty-nine entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. A summary of thesis content is also included for most entries. The research categories included are adult education, bilingualism, contrastive studies, culture, curriculum, grammar, methods and materials, phonology, profession, psycholinguistics, reading, second language learning, sociolinguistics, testing, visual aids, vocabulary, and writing. (JK)

ED 208 674 FL 012 592
Omaggio, Alice C.
Helping Learners Succeed: Activities for the Foreign Language Classroom. Language in Education: Theory and Practice, No. 36.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-157-3
Pub Date—81
Contract—400-77-0049
Note—79p.
Available from—Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, DC 20007 ($5.00).
Pub Type— Guides - Classroom - Teacher (052) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, *Class Activities, Cloze Procedure, *Cognitive Style, Componential Analysis, Context Clues, Curriculum Design, Educational Diagnosis, Elementary Secondary Education, Error Analysis (Language), Holistic Evaluation, Individualized Instruction, *Instructional Materials, Language Research, *Learning Problems, Postsecondary Education, Reading Skills, *Second Language Learning, Semantics, *Student Characteristics, Student Needs, Syntax, Teaching Methods, Vocabulary Skills
Identifiers—Conversation, Field Dependence Independence
In response to the need for dynamic foreign language materials with a communicative focus, this report addresses the relationship between learner characteristics and success in language learning. It suggests that a self-pacing individualized option should be available to students to deal with unique problems. The problems may be dealt with by identifying the range of possible causes of the learning difficulty and by suggesting specific remedial activities that correspond directly to that difficulty. With this as the aim, the report discusses cognitive styles and learning strategies, labeling the learning problem, some diagnostic instruments and procedures for determining sources of difficulty, and classroom activities for responding to learner needs. Among these activities are: (1) the analysis of samples of the language with attention to linguistic and semantic units; (2) the synthesis of elements of the language to create an organized whole; (3) the paraphrasing, expansion, or transformation of ideas; (4) the analysis and synthesis of information to make inferences about missing cues or conclusions; and (5) the expansion of capacities for remembering words, phrases, sentences, grammatical features, and ideas in the foreign language. Sample exercises are provided in French, Spanish, and German. (JK)

ED 208 675 FL 012 593
Kramsch, Claire J.
Discourse Analysis and Second Language Teaching. Language in Education: Theory and Practice, No. 37.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-158-1
Pub Date—Oct 81
Contract—400-77-0049
Note—104p.
Available from—Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007 ($7.00).
Pub Type— Guides - Classroom - Teacher (052) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Classroom Communication, Communicative Competence (Languages), Debate, *Discourse Analysis, Discussion, Elementary Secondary Education, French, German, Language Acquisition, Language Usage, Morphology (Languages), Postsecondary Education, Pragmatics, *Second Language Instruction, Sociolinguistics, Speech Skills, Teacher Role
Identifiers—Conversational Management, Expanded Speech, Hesitation (Speech), Speech Acts
Concentration on the formal features of language and on developing speaking skills in a second language fails to provide the language student with the necessary level of conversational ability. The concept of communicative competence has resulted in a new emphasis on the nature of interaction and the rules of discourse. Interest has shifted from studies on language structure to studies on social interaction, the meaning of utterances, and the functions of speech. This paper explores how recent advances in sociolinguistics and discourse analysis can aid one's understanding of the roles and privileges of teachers and students engaged in verbal interaction and how verbal behavior can be changed or acquired for greater conversational competence. Areas discussed include: (1) natural discourse (speech acts, pragmatics, turn taking, moves, topic), (2) natural discourse and first and second language acquisition, (3) classroom discourse, and (4) practical applications (including exercises for developing skills for participating in debates and discussions). Excerpts from English, French, and German language conversations are cited throughout. The appendices present hesitation and expansion strategies in conversation and some conversational management strategies used by French and German native speakers. (JK)

ED 208 676 FL 012 594
Eckard, Ronald D. Kearny, Mary Ann
Teaching Conversation Skills in ESL. Language in Education: Theory and Practice, No. 38.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-159-X
Pub Date—81
Contract—400-77-0049
Note—64p.
Available from—Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007 ($4.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Class Activities, Dialogs (Language), *Discourse Analysis, Discussion (Teaching Technique), Elementary Secondary Education, *English (Second Language), Group Activities, *Language Skills, *Language Styles, Listening Skills, Postsecondary Education, Problem Solving, Psycholinguistics, Questioning Techniques, Role Playing, Sociolinguistics, Speech Skills, Student Role, Teacher Role, *Teaching Methods, Textbook Content
Identifiers—*Conversation
A major goal of ESL education is to teach students how to speak English well enough to converse spontaneously and naturally with native speakers. Discourse analysis provides an understanding of those skills second language learners need to acquire to converse with native speakers and an understanding of how these skills may most beneficially be acquired. These skills are both linguistic and communicative. One way to combine them and to prepare ESL students to converse with native English speakers is to practice conversation, use conversational English, and introduce various conversational techniques. The focus of this report is to discuss: (1) aspects of conversational language, (2) pre-conversation activities, (3) passage from controlled to free conversation, and (4) conversation activities. Among the conversation activities included are roleplay, question-and-answer activities, class discussions, problem solving, games, and other group activities. A variety of sample exercises, dialogues, and suggested activities are included. A discussion of conversation in the classroom points out the importance of identification of teacher and student role. (JK)

ED 208 677 FL 012 595
Ogden, John D.
Teaching French as a Multicultural Language: The French-Speaking World Outside of Europe. Language in Education: Theory and Practice, 39.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-160-3
Pub Date—Oct 81
Contract—400-77-0049
Note—62p.
Available from—Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007 ($4.50).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Area Studies, Class Activities, *Cultural Awareness, Cultural Pluralism, Educational Resources, *French, Instructional Materials, *Multicultural Education, *Second Language Instruction
Identifiers—Asia (Southeast), Caribbean Islands, French Africa, *French Speaking, Near East, North America, Pacific Islands, South America
This booklet proposes to approach the teaching of French from a multicultural perspective. The introductory section presents the reasons for recommending this orientation and the pedagogical advantages to be derived from it, emphasizing the fact that French serves as a link between several Francophone nations and their widely different cultures. Accordingly, a multicultural approach is viewed as more realistic than one that focuses solely on France, and more likely to broaden the appeal of the language as a tool for international communication. The second section offers a panorama of the Francophone regions of the world, with brief introductions to the historical and linguistic contexts into which the French language and culture were thrust, and with a list of basic readings on Francophone literature. The third section presents various activities for teaching about the cultures of the French-speaking world, arranged by level of language proficiency. The fourth section suggests ways of making or collecting instructional materials. The fifth section, a selected bibliography and guide to resources, lists sources of print and audiovisual materials for each Francophone region, including addresses of U.S. distributors and of Francophone nations' embassies in Washington. (MES)

ED 208 678 FL 012 596
Royer, Rosanne Gostovich, Comp. McKim, Lester W., Comp.
PR Prototypes: A Guidebook for Promoting Foreign Language Study to the Public. Language in Education: Theory and Practice, No. 40.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-161-1
Pub Date—Oct 81
Contract—400-77-0049
Note—107p.
Available from—Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007 ($14.95 hard cover, $7 paperback).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Advertising, Business, Community Support, Curriculum Development, Educational Policy, Government School Relationship, Instructional Materials, *Journalism Education, *Public Relations, *Public Support, *Second Language Learning
Identifiers—*Media Use
This report offers help to teachers, teacher trainees, students, and local foreign language professional organizations in moving out of their traditional environments and into the community where they may identify natural constituencies and develop public support for foreign language programs. The first section presents an outline for a six-part interdisciplinary unit for foreign language and journalism teachers. The purpose of the unit is to prepare for the promotion of Foreign Language Week. The unit also illustrates how foreign language teachers can relate their curricula to other disciplines in their schools through the promotion of their programs. The second section presents a compilation of Foreign Language Week materials used in Washington State. It includes extensive examples and details on reaching various community constituencies. Section three presents a step-by-step process for presenting an educational issue to the community. A format is discussed for bringing together representatives of business, government, the media, civic organizations, and education. In the fourth section, examples of promotion and press pieces developed to use at the annual state foreign language conference as a public relations event are presented. Also included is a selected bibliography on public awareness. (Author/JK)

ED 208 679 FL 012 597
Buckingham, Thomas
Needs Assessment in ESL. Language in Education: Theory and Practice, No. 41.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-162-X
Pub Date—81
Contract—400-77-0049
Note—54p.
Available from—Center for Applied Linguistics, 3520 Prospect St, NW, Washington, DC 20007 ($4.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Education, *Community Action, *Educational Needs, Elementary Secondary Education, *English (Second Language), Industry, Language Proficiency, Language Usage, *Needs Assessment, Postsecondary Education, *Program Implementation, Public Schools, Sociocultural Patterns, Student Characteristics, Two Year Colleges, Universities
In recent years, many schools, churches, social groups, and corporations have found it desirable to implement programs designed to improve the English communicative abilities of their employees, students, or clients. This report attempts to provide these institutions with a general picture of the ESL situation today and to suggest ways in which they might sensibly assess and respond to the functional, sociocultural, and educational needs of their English speaking members. Two different types of communities of second language speakers are identified. One is the relatively stable, permanent community whose members need to function with near-native proficiency in English. The other is transitory and temporary and their language needs will vary depending on the domains in which they operate. For the former group, educational needs may take precedence while for the latter group sociocultural and functional requirements are preeminent. Topics reviewed include: (1) the needs assessment process including the identification of language-minority communities, determining community goals, and determining the extent of needs; and (2) characteristic assessment practices of some specific communities including public schools, colleges and universities, junior/community colleges, corporate programs, and adult basic education programs. (JK)

ED 208 680 FL 012 598
Indochinese Students in U.S. Schools: A Guide for Administrators. Language in Education: Theory and Practice, No. 42.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-163-8
Pub Date—Oct 81
Contract—400-77-0049
Note—110p.
Available from—Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, DC 20007 ($14.95 hard cover, $7.00 paperback).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Administrator Guides, Adult Education, Arithmetic, Bilingual Education, Bilingual Teacher Aides, *Communication Problems, *Cultural Background, *Educational Policy, Elementary Secondary Education, *English (Second Language), Enrollment, Evaluation Methods, Handwriting Skills, *Indochinese, Literacy, Local History, Numbers, Placement, Postsecondary Education, Reading Skills, Refugees, Social Adjustment, Speech Skills, Testing
The purpose of this report is to acquaint the reader with the culture of the refugees entering American schools, to identify some of the educational problems they and educators face, and to help identify solutions or possibilities within educational management terms. In the first section of the report, the values, customs, traditions, beliefs, and histories of the recent refugees from Indochina are discussed. This section is of primary importance due to the fact that many areas of interaction can create practical problems if school personnel and refugees are unaware of the differences in their behavioral patterns. The second section of the report deals with educational problems and discusses traditional education and education in refugee camps, bilingual education, enrollment and placement, learning English, bilingual aides, and social adjustment. Sample evaluation tests of reading, writing, alphabet, literacy, arithmetic, Arabic numerals, and oral language skills are included. Section three consists of a directory of organizational resources and publications for serving Indochinese students. (JK)

ED 209 961 FL 012 689
Gaudiani, Claire
Teaching Writing in the Foreign Language Curriculum. Language in Education: Theory and Practice, 43.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-165-4
Pub Date—Nov 81
Contract—400-77-0049
Note—144p.
Available from—Center for Applied Linguistics, 3520 Prospect St., N.W., Washington DC 20007 ($8.95 paper, $15.95 cloth).
Language—English; French; German; Spanish
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Course Content, French, German, Postsecondary Education, *Second Language Instruction, Spanish, Teaching Methods, *Writing (Composition), *Writing Instruction
A text-editing approach to composition in the foreign language classroom is set forth. In a 15-week composition course meeting three times each week, students prepare a weekly composition that they will revise after an in-class text-editing session involving several student papers. The third day is devoted to grammar work. Criteria for evaluating student compositions are set forth. Progress in writing skill is enhanced by careful attention to prose style, and students are encouraged to write pastiches. Finally, students are required to keep a journal. Testing and grading are discussed, and situations commonly encountered by teachers are dealt with. Appendices include suggestions for or samples of personal assessment statement, course introduction for a basic French composition course, grammar mid-term, student evaluation of course, prose style analysis checklist, grammar review sheet, sentence-embedding exercises, and tests. Samples of student work (composition outlines, prose style analyses, and pastiches) are presented, most with the actual text-editing corrections of the teacher. The paper concludes with suggested texts for pastiche exercises. (JB)

HE

ED 198 774 HE 013 547
Harcleroad, Fred F.
Accreditation: History, Process, and Problems. AAHE-ERIC/Higher Education Research Report No. 6, 1980.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—80
Contract—400-77-0073
Note—60p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($3.00 members, $4.00 nonmembers; quantity discounts).
Pub Type— Historical Materials (060) — Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Accreditation (Institutions), *Accrediting Agencies, Agency Cooperation, Educational History, Eligibility, Federal Government, *Government Role, Government School Relationship, *Higher Education, Institutional Evaluation, National Organizations, Nonprofit Organizations, *Professional Associations, Regional Cooperation, State Government, State Standards, *Voluntary Agencies
Historical perspectives concerning accreditation in postsecondary education, the structure of accreditation, and possible future roles for the process are examined. It is suggested that the interplay of four groups provides a basis to consider the possible future in the field of accreditation. These groups are: state government responsibilities and activities, specialized academic disciplines and their voluntary national associations, diverse educational institutions and their regional and national associations, and the federal government and its listing or statistical responsibilities. Recent exemplary cooperative arrangements between states and accrediting associations are cited, and it is suggested that these new arrangements point away from a federal role and toward the future strong role of voluntary, nonprofit accrediting associations. The connotations of concepts such as "eligibility," "approval," and "accreditation" are explored, since a recurring problem in the field of accreditation is the use of widely varied terms by associations or agencies. Accreditation is examined historically according to the the following five periods: (1) from the formal establishment of the University of the State of New York as the first accrediting agency in 1787, until 1914, when the Association of American Universities formally listed recognized colleges; (2) from 1914 to 1935, when a more qualitative and less quantitative approach to accreditation was implemented; (3) from 1935 until 1948, when the listing form of accreditation was terminated; (4) from 1948 until 1975; and (5) from 1975 until 1980. (SW)

ED 200 118 HE 013 602
Lenning, Oscar T. And Others
Student Retention Strategies. AAHE-ERIC/-Higher Education Research Report No. 8, 1980.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—80
Contract—400-77-0073
Note—67p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($3.00 members, $4.00 nonmembers).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Persistence, College Admission, College Attendance, College Environment, College Housing, *College Students, Compensatory Education, Curriculum Development, *Dropout Characteristics, *Dropout Prevention, Dropout Research, Educational Counseling, Educational Policy, Educational Research, Extracurricular Activities, Faculty Development, Higher Education, Potential Dropouts, Predictor Variables, *School Holding Power, School Orientation, *Student Attrition, Student Characteristics, Student College Relationship, Student Financial Aid, Student Needs, Student Recruitment
The research literature on types of student retention, correlates of retention, and action strategies to improve retention is reviewed. Retention or student persistence can be assessed in terms of completion of a degree of certificate, a program but not a degree, or a term or course. Retention may also be persistence to attain a personal goal but short of a degree or a certificate. One type of retention study is designed to determine the characteristics and attitudes that are common among students who persist and among those who drop out. Research has indicated both student and institutional correlates of retention, and a number of theories have postulated that the interaction and fit between students and their institution are important in explaining retention and attrition. A second type of retention study focuses on the practical application of retention strategies and their effectiveness in improving retention. A number of these studies are reviewed, beginning with the "What Works in Student Retention?" study (WWISR), the first comprehensive, national survey of action programs designed to improve retention. The action literature is discussed under two major headings: single-facet retention approaches and multifaceted approaches to improving retention. Twelve kinds of single-facet retention appro-

aches are identified, and their effects on student retention are summarized: admissions and recruiting, advising, counseling, early warning and prediction, exit interviews, extracurricular activities, faculty and staff development, curriculum development, financial aid, housing, learning and academic support, orientation, and policy change. A bibliography is included. (SW)

ED 201 263 HE 013 741
Hines, Edward R. Hartmark, Leif S.
Politics of Higher Education. AAHE-ERIC/-Higher Education Research Report No. 7, 1980.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-77-0073
Note—85p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($3.00 for members; $4.00, nonmembers).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Accountability, Budgeting, Community Colleges, *Federal Aid, Federal Government, *Federal Regulation, *Government School Relationship, *Higher Education, Institutional Autonomy, Institutional Cooperation, Lobbying, Local Government, Political Issues, Political Science, *Politics, Social Action, State Government, *Statewide Planning, Theories
Literature concerning the relationship between higher education and politics is reviewed. Attention is directed to federal, state, and local levels of government and to institutional politics. Federal involvement in higher education, governmental regulation, higher education lobbying, and the emergence of the new Department of Education are addressed, along with statewide coordination, accountability and autonomy, budgeting, interinstitutional relationships, and institutional politics and the community college. Although the review encompasses essentially the decade of the 1970s, it extends to several earlier and significant efforts. The politics of higher education as a field of inquiry is also considered by highlighting theoretical and empirical works that are part of the literature; by identifying concepts and theories from political science and public administration, other social sciences, and the general politics of education literature; and by suggesting future avenues for conceptual development as well as needed research. It is suggested that the involvement of the federal government in higher education has been indirect, occurring primarily through fiscal support to students, specific programs, and academic research. The federal interest in higher education is both fiscal and regulatory. In contrast, the state governments have a direct, multifaceted relationship with colleges and universities. Coordinating agencies, which conduct statewide planning, occupy a critical position in the relationship between government and higher education. The literature reflects increased recognition of academic institutions as political organizations. A bibliography is included. (SW)

ED 202 447 HE 014 033
Stampen, Jacob
The Financing of Public Higher Education. AAHE-ERIC/Higher Education Research Report No. 9, 1980.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-77-0073
Note—98p.
Available from—Publicatons Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($3.00 members, $4.00 nonmembers).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Access to Education, Accountability, Educational Economics, Educational Philosophy, Educational Policy, Educational Quality, Equal Education, Federal Aid, *Higher Education, Need Analysis (Student Financial Aid), *Public Education, *Public Policy, State Aid, State Colleges, Student Costs, *Student Financial Aid, Theories, *Tuition
In the United States, society and individuals share the expenses of collegiate education, making it possible to provide higher education for a much larger percentage of youth than in many countries. At the same time, maintenance of low tuitions through public subsidies has provided reasonable assurance of accessibility and equality of public education, institutional autonomy, and support for institutional programs. The effectiveness and equity of socially subsidized low tuitions have been challenged by economists in recent decades. Among arguments: since students benefit directly from education, they should be required to pay a larger portion of the costs, despite foregone earnings and existing expenses, and further, tax laws cause the poor to subsidize the rich. More recently these arguments have been challenged on both economic and philosophical grounds; recent evidence suggests low tuition supplemented by student aid serves accessibility and maintains academic quality better than high tuition and large amounts of student aid. The challenges have not justified or resulted in great modifications to the public low-tuition system, but the basic funding pattern adopted by the federal government will be critical to societal quality and essentially irreversible. Three questions stand out for further study: (1) How effective is need-based student aid in increasing participation of low-income students? (2) How can student aid programs be refined so need analysis and aid distribution can be simplified and student, institutional, and government accountability be clarified? and(3) Is it feasible to maintain high access levels with low tuition and stable or declining student aid? (Author/MSE)

ED 202 448 HE 014 034
Altbach, Philip G.
University Reform: An International Perspective. AAHE-ERIC/Higher Education Research Report No. 10, 1980.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-77-0073
Note—61p.
Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($3.00 members, $4.00 nonmembers).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Change Agents, *Change Strategies, College Faculty, *College Role, *Comparative Education, *Educational Change, Educational Demand, Educational History, Foreign Countries, Government School Relationship, *Higher Education, *Long Range Planning, Public Policy, Social Change, Student Role, Teacher Role
Identifiers—France, Great Britain, India, Japan, Sweden, United States, West Germany
Universities around the world have changed dramatically in the period since World War II. Although the basic concerns of higher education (teaching, research, and service) have remained unchanged, the reality of expanded numbers and increased responsibility in a number of areas has placed immense pressure on universities. Seven goals essential to higher educatoin reform issues are new university structures, interdisciplinarity, accountability, administrative efficiency, relevance, democratization and participation, and increased responsiveness to society. Post-war reform forces: the demands of government for a new academic program or pressure by the public for increased access to higher education. In many cases they involve spending outside funds. Internally, the faculty is crucial to any reform's success. Tradition impinges on the reform process, oftern inhibiting rapid change. Students can also stimulate change, and even help develop and implement reform proposals. Examples in a variety of countries and systems (Sweden, West Germany, France, Japan, India, Great Britain) illustrate the complexity of the reform process. The German and British models hold some useful lessons for achieving controlled expansion in the United States. Reform often has unanticipated results or can engender serious opposition, and illustrate how not to achieve true reform. (MSE)

ED 207 474 HE 014 491
Preer, Jean L.
Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0073
Note—55p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members, $5.50 nonmembers).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Advising, *Access to Education, Admission Criteria, Affirmative Action, Black Students, College Role, *College Students, Court Litigation, Cultural Awareness, Educational Background, *Enrollment Trends, Females, Graduate Study, Higher Education, Hispanic Americans, *Minority Groups, *Public Policy, *School Holding Power, Student Needs, Two Year Colleges, Upper Division Colleges, Womens Education
The current status of minority enrollment in higher education and specific concerns that affect students and the institution are examined. Minority enrollment at different institutional levels, in different fields of study, and over different periods of time is examined. Findings reveal a more complex pattern of gains and slowdowns than gross statistics for the last decade indicate. Hispanics and women continue to increase their share of the total enrollment, but blacks experience a slackening momentum. The policy framework created by legislation and litigation on issues affecting student access is considered, and the following three related issues are examined: the pool of minority applicants; designing more equitable admission procedures; and retaining minority students through graduation. Minority groups, especially blacks and Hispanics, suffer from inadequate secondary school preparation and counseling and from economic and psychometric barriers. They are disproportionately overrepresented in two-year institutions and underrepresented in four-year colleges and graduate and professional schools. Measures of particular applicability to specific minority group concern must reflect a sensitivity to an institution's own makeup and institutional role. Such measures require an internal system of data gathering to indicate enrollment trends and retention problems; recruitment of faculty and professional staff trained in teaching or counseling poorly prepared students and sensitive to diverse minority group needs; and development of campus services responsive to the linguistic and cultural traditions of minority students. A bibliography is appended. (SW)

ED 207 475 HE 014 492
Richards, Michael D. Sherratt, Gerald R.
Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-73
Note—55p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members, $5.50 nonmembers).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Alumni, College Administration, Cooperative Programs, Educational Finance, Educational History, *Financial Support, *Fund Raising, *Government School Relationship, *Higher Education, Information Dissemination, *Marketing, Private Financial Support, Program

Evaluation, *Public Relations, School Community Relationship, Standards, Student Recruitment, Trend Analysis
Identifiers—Alumni Relations, *Institutional Advancement
The historical role of institutional advancement and the specific activities and trends currently affecting it are reviewed, and four strategies for advancement programs are suggested. Institutional advancement includes alumni relations, fund-raising, public relations, internal and external communications, and government relations, and its dominant concern is financial support of higher education and the institution. Changes in the perception of advancement have occurred over the last decade, and it has emerged as an essential and professional segment of university administration. Additionally, there has been increased cooperation within and among institutions with regard to advancement functions. Diverse trends are cited that have resulted in heightened interest in the management of advancement and new emphasis on the process and outcomes of advancement. Strategies for advancement programs are as follows: effective management of an institution's assets; focusing on the prestige of the institution; educational marketing; and flexible management, an eclectic approach incorporating a concept of dynamic advancement and the selected application of management principles. Centrally managed, a strategy for advancement confronts four challenges: designing quality public relations programs; restructuring activities to involve the institution's many publics; redesigning fund-raising campaigns to be cost effective and to achieve optimum results within the constraints of competition, inflation, and tax laws; and coordinating objectives, program, resources, and contacts. A bibliography is appended. (SW)

IR

ED 205 168 IR 009 445
Johnson, Jenny K., Ed.
Masters Curricula in Educational Communications and Technology: A Descriptive Directory.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 81
Contract—400-77-0015
Note—382p.
Available from—Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 ($12.00).
Pub Type— Reference Materials - Directories/-Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Degree Requirements, *Educational Technology, Faculty, Foreign Countries, *Graduate Study, *Higher Education, *Masters Programs
Identifiers—Canada, Colombia, Hong Kong, Nigeria, United States
This source book provides the name, location, and breakdown of course offerings and credit hours needed to complete each of the 154 university masters programs in educational technology that responded to a survey conducted in 1980 by the International Division of the Association for Educational Communications and Technology (AECT). Information is also provided on degree prerequisites, credit transfers and program duration, areas of emphasis in the curriculum, and instructional evaluation techniques used in the program. A list of faculty members by institution notes their degrees and research interests. Two programs are listed in Australia and one each in Canada, Colombia, Hong Kong, and Nigeria, as well as one or more in each of 41 states and the District of Columbia. A frequency table of course characteristics is provided as a summary at the end of the individual program section, and a copy of the questionnaire is attached. (MER)

ED 206 328 IR 009 715
Wood, R. Kent Woolley, Robert D.
An Overview of Videodisc Technology and Some Potential Applications in the Library, Information, and Instructional Sciences.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 80
Contract—400-77-0015
Note—37p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Diagrams, Diffusion, *Educational Technology, Equipment Manufacturers, Equipment Utilization, *Information Science, *Library Science, *Videodisc Recordings, *Video Equipment
Identifiers—Fault Tree Analysis
This discussion of several of the issues and systems of videodisc technology as applied to the library, information, and instructional sciences is based upon the Utah State University Videodisc Innovation Projects. Descriptions of the major marketed videodisc systems, as well as those soon to be marketed, are given. A critique of the ABC/NEA Schooldisc Program is also included. A 72-item list of references and selected bibliography is provided, which includes references dealing with fault tree analysis (sometimes referred to as "fault free analysis") as a recommended tool to assist with the smoothing out of the diffusion process for videodiscs. Library, information, and instructional specialists are seen to be in a position to play a major role in that diffusion process. (Author/LLS)

ED 206 329 IR 009 773
Zigerell, James J. And Others
Television in Community and Junior Colleges: An Overview and Guidelines.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-77-0015; 400-78-0038
Note—46p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-51, $6.00 prepaid).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Learning, *Community Colleges, Consortia, *Curriculum Design, Curriculum Development, *Educational Television, Financial Support, Needs Assessment, *Telecourses, Television Curriculum, *Television Research, *Two Year Colleges
This ERIC Information Analysis Product is intended to provide current, succinct, and accurate information regarding the use of television, especially telecourses, in 2-year postsecondary institutions. To provide a comprehensive overview of the subject, the monograph is divided into three major sections: (1) current developments in telecommunications in 2-year postsecondary institutions in the United States; (2) what the research says about the use of telecommunications with adult learners; and (3) how to get started in using the new media to provide cost-effective instruction in community and junior colleges. The format is in questions and answers to aid individuals who are asking similar questions and cannot take time to read an entire publication to find help on one specific matter. References are provided for each section as well as a list of additional readings. (Author/CHC)

ED 208 900 IR 009 867
Cochrane, Pauline A. Kirtland, Monika
Critical Views of LCSH--the Library of Congress Subject Headings; A Bibliographic and Bibliometric Essay and An Analysis of Vocabulary Control in the Library of Congress List of Subject Headings (LCSH).
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0015
Note—112p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-53; $12.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Indexes, Indexing, *Information Retrieval, *Library Catalogs, *Subject Index Terms
Identifiers—Bibliometrics, *Library of Congress Subject Headings
A comprehensive guide to the literature published between World War II and 1979 which critically evaluates the Library of Congress list of Subject Headings (LCSH), this bibliography has been prepared for information personnel involved with subject authority files, thesauri, or vocabulary control. A brief bibliometric analysis of the literature precedes the bibliography, which contains sections devoted to general principles for the analysis of subject headings, rationalizations of the LCSH system, and criticism of LCSH with respect to specificity of indexing language, consistency of syndetic structure, the formation of headings, spareness of headings, and ease of use. Each section of the bibliography is accompanied by a descriptive summary of the items contained therein. Also included is an essay on vocabulary control in LCSH in which the introductions to the first eight editions of LCSH are compared. A bibliography, footnotes, two tables (a catalog of LCSH weaknesses and a chronological and topical overview of literature on LCSH), and three appendices (one an author index) are provided. Footnotes, a table comparing the introductions over the years, and reproductions of the introductions to editions 2-3 of the ALA List of Subject Headings and editions 2-7 and 9 of LCSH accompany the essay. (JL)

JC

ED 196 505 JC 810 053
Friedlander, Jack
Why Students Drop Courses. Junior College Resource Review.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 81
Contract—400-80-0038
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Courses, Financial Problems, School Holding Power, *Student Attrition, Student Personnel Services, *Student Problems, Teacher Attitudes, Testing Programs, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)
Community college students are dropping courses at increasing rates at substantial costs to their institutions and themselves. Subsequently, numerous studies have been conducted to investigate this trend, the factors that influence it, and ways of reversing it. A recent study revealed that the most frequently cited reason for course withdrawal was job conflict--a factor over which the college has little control. Other reasons, however, were related to instruction, such as fear of not receiving a passing grade, inadequate prerequisite instruction, and dissatisfaction with course content and/or format. Attrition studies have also sought to discern patterns in the term in which students most frequently drop courses, faculty members' perceptions of the causes of attrition, the use of student support services prior to withdrawal, and course reenrollment. College withdrawal has also been the subject of several studies, which have shown that most of the reasons students give for dropping out of a college are not related to instruction, with major influences being job conflict and financial problems. Several ways of reducing attrition are recommended in the literature, including: (1) establish a testing program for guidance and placement; (2) promote student use of support services; (3) improve instruction; and (4) suggest staff consultations prior to course withdrawal. A bibliography is included. (AYC)

ED 197 783 JC 810 076

Richardson, Richard C. Leslie, Larry L.

The Impossible Dream? Financing Community College's Evolving Mission. "Horizons Issues" Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C.; American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0038

Note—58p.

Pub Type— Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Role, *Community Colleges, *Educational Finance, *Educational History, *Educational Objectives, Equalization Aid, *Financial Support, Nontraditional Students, State Aid, State Legislation, Tax Allocation, Two Year Colleges, Two Year College Students

In response to advocates of an expanded mission for community colleges, this three-part monograph examines the conflict between aspirations for continuing mission development and financial constraints. Part I reviews the development of six aspects of the current community college mission: transfer, vocational, developmental, continuing education, community service, and training and placement programs. It goes on to describe the traditional community college clientele, and the challenge for mission development imposed by an emerging body of non-traditional students made up of unemployed youth, older adults, females, and minorities. Part II examines the inadequacy of existing funding patterns to meet the needs of these students. It includes discussions of: (1) the history of community college financing, revealing the lag between changes in mission and in funding patterns; (2) current sources of financial support and the failure of state funding models to target resources for non-traditional students; (3) the increased use of tuition and fees; and (4) the failure of financial aid programs to meet the needs of non-traditional students. Part III outlines eight recommendations related to: clear articulation of mission, legislative approval of mission statements, program cost determination, program evaluation, alterations in funding and programming, alternative delivery systems, and residence halls. (JP)

ED 197 805 JC 810 129

Lahti, Robert G.

Appraising Managerial Performance. Junior College Resource Review.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-80-0038

Note—6p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Evaluation, Community Colleges, Critical Incidents Method, *Evaluation Methods, *Evaluators, *Interviews, Self Evaluation (Individuals), Supervisory Methods, Two Year Colleges

Identifiers—*Performance Appraisal

Guidelines are presented for the development of a system for the appraisal of the performance of community college administrators. The importance of such a system to the college's overall success is discussed first, followed by descriptions of seven common evaluation procedures: (1) unstructured essays by supervisors or subordinates describing the administrator's accomplishments; (2) unstructured documentation by the administrator of his/her own activities, using information sources such as daily logs; (3) structured narratives constructed around short-answer questions; (4) structured documentation by the administrator verifying progress on a set of predetermined goals; (5) rating scales; (6) critical incident appraisals, in which evaluators record behavior as it occurs; and (7) appraisal through goal achievement. After enumerations of the advantages and purposes of an appraisal system, three evaluation pitfalls are discussed: the evaluator's subjective judgements, incompatibility of ratings among departments, and vague evaluation criteria. Prerequisites for successful evaluations are then detailed and a list is presented of the characteristics of competent evaluators. Finally, the structure and content of the appraisal interview are examined. Questions that should be asked during this interview are identified, and interviewing techniques are recommended for the evaluator. (JP)

ED 200 281 JC 810 202

Watson, Norman

Promises and Perils for the 1980s. Junior College Resource Review.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Note—6p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, College School Cooperation, *Community Colleges, Computer Oriented Programs, *Educational Trends, Financial Problems, Grade Inflation, Humanities, International Education, Literacy Education, Literature Reviews, Nontraditional Students, Reentry Students, School Holding Power, Statewide Planning, Two Year Colleges

Drawing upon recent documents in the ERIC collection, this literature review examines emerging educational trends that will have an impact on community college planning during the 1980's. Introductory material discusses the demographic, governmental, technological, and administrative factors that influence college planning. The review then summarizes the salient features of descriptive and/or research reports dealing with advances made by community colleges in 11 specific planning areas: (1) reorganizing programs and services to meet the needs of older, nontraditional students; (2) identifying the factors that influence student retention; (3) determining the causes of grade inflation; (4) furthering cooperative efforts with community agencies and industries; (5) examining the impact of state-level program coordination and financing patterns; (6) promoting literacy development; (7) programming for reentry adults; (8) enhancing international education; (9) determining the role of the humanities in the community college curriculum; (10) utilizing computers for administrative and instructional purposes; and (11) coping with tax limitations. Summary conclusions are then provided, which urge colleges to expand their programs for older adults, exploit emerging technologies; enhance cooperative efforts with community agencies; and improve basic skills and literacy programs. A 28-item bibliography is included. (JP)

ED 200 286 JC 810 208

Arns, Kathleen F., Ed.

Occupational Education Today. New Directions for Community Colleges, Number 33.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—81

Note—124p.

Journal Cit—New Directions for Community Colleges; v9 n1 Spr 1981

Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Colleges, Cooperative Programs, Delivery Systems, Economic Climate, *Educational Objectives, *Futures (of Society), General Education, Humanities Instruction, Job Development, Job Training, Program Evaluation, *School Business Relationship, Two Year Colleges, *Vocational Education

This collection of essays examines issues that educators must address to maintain occupational education's prominent role in the future. Kathleen F. Arns considers the implications of uncertain enrollment patterns, changing delivery systems, an uneasy economic climate, government policies, and collaboration efforts. The history of occupational education and the effects of its growth on community colleges are discussed by John F. Grede. Andrew S. Korim explores strategies for dealing with the problems occupational education will face in the 1980's. Lawrence F. Davenport advocates an expanded role for community colleges in government-funded manpower programs. David S. Bunnell examines occupational education's role in job development and creation and offers program models. Mt. Hood Community College's project to collect labor market information while providing research training to unemployed persons is described by R. Dan Walleri and Betty Pritchett. Stanley J. Spanbauer describes Fox Valley Technical Institute's open-entry/open-exit Perpetual Enrollment and Graduation System. A model for comprehensive occupational program reassessment is detailed by James E. Seitz. Societal trends with implications for occupational education are examined by John E. Cleek. William A. Koehnline presents models for integrating the humanities and occupational education. The Community College of the Air Force is described by Douglas E. Testerman. Finally, Donna Dzierlenga reviews ERIC documents dealing with occupational education. (DD)

ED 202 564 JC 810 372

Mehallis, Mantha Vlahos

Responding to Community Needs through Community Follow-Up. Junior College Resource Review.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 81

Contract—400-80-0038

Note—6p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, Community Colleges, Community Study, *Community Surveys, Educational Demand, Educational Needs, *Information Utilization, *Institutional Research, Literature Reviews, *Needs Assessment, *Program Development, Program Evaluation, Research Problems, Student Recruitment, Two Year Colleges

This literature review examines the utilization of community needs assessment data in program planning and evaluation efforts at community colleges. The review first defines and looks at the purposes of community needs assessments, noting that while such studies are purported to facilitate the planning and evaluation of credit and non-credit programs, few studies have led to substantial program changes. After discussing the importance of identifying the needs of subgroups within a community in remaining responsive to all area citizens, the review cites studies which examined the needs of special constituencies, such as women, minorities, and the business community. The application of needs assessment findings to college marketing programs designed to recruit and retain students is considered prior to a review of selected works revealing the limited use made of needs assessment data at community colleges and the importance of incorporating such data in the institutional planning process. Next, the review summarizes prevalent problems in current needs assessment practices, including the lack of clear definitions for "need" and "community," poor data collection and interpretation techniques, and reliance upon data gathering systems that are designed to meet legislatively mandated reporting requirements rather than institutional needs. A bibliography concludes the review. (JP)

ED 203 929 JC 810 373

Eaton, Judith S., Ed.

Women in Community Colleges. New Directions for Community Colleges, Number 34.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-87589-812-2

Pub Date—81

Contract—400-78-0038

Note—110p.

Journal Cit—New Directions for Community Colleges; v9 n2 Sum 1981

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Characteristics, *Administrators, *College Faculty, College Presidents, *Community Colleges, *Females, Humanities, Literature Reviews, Nontraditional Occupations, Self Evaluation (Individuals), Sex

Discrimination, Sex Stereotypes, Trustees, Two Year Colleges, Two Year College Students, Womens Education, Womens Studies

After introductory material by Judith S. Eaton discussing the challenges faced by women in positions of authority at community colleges, this monograph presents eight essays dealing with women in the community college movement. Emily Taylor discusses the backgrounds, attitudes, and characteristics of the small, but growing number of women presidents of community colleges and describes a project undertaken by the American Council on Education to identify talented women administrators. A. Rae Price documents the unequal status of women faculty members and suggests actions for improvement. Lloyd Averill argues that women will best be able to strengthen the humanities by affirming and employing the positive, stereotypically feminine characteristics of the humanist. Carol Eliason examines the critical support role played by women's studies programs in meeting counseling, occupational, and educational needs. Emily B. Kirby examines the role of the community college in helping women overcome stereotypes which block them from non-traditional careers. Joyce A. Smith discusses the role of the trustee, the special responsibilities of women trustees, behaviors that contribute to a new member's success, and the selection of a college president. Linda L. Moore examines the special problems faced by women in management in both the public and private sectors and proposes a method of constructive self-analysis. An ERIC literature review concludes the monograph. (JP)

ED 203 942 JC 810 397

Harcleroad, Fred F. And Others

Serving Ethnic Minorities. Topical Paper 73.

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 81

Contract—400-80-0038

Note—66p.; Collection presented in honor of Ray Schultz.

Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, College Curriculum, *Community Colleges, Conventional Instruction, Developmental Studies Programs, Enrollment, *Equal Education, Hispanic Americans, *Minority Groups, Nontraditional Students, *Open Enrollment, Postsecondary Education, Teacher Attitudes, Two Year Colleges, Two Year College Students

Identifiers—California, Schultz (Raymond E), Texas

Dedicated to the memory of Raymond E. Schultz, the essays in this monograph discuss the role of the community college in serving minority students. An introductory essay by Fred F. Harcleroad summarizes Schultz's contributions to community college education. John E. Roueche then discusses the provision of equal educational opportunity to nontraditional, high-risk students. Arguing that equal access must be coupled with equal opportunities for success, Roueche identifies barriers to student success in teacher attitudes, traditional curricula, and conventional instructional methods. Next, Apolonio Coronado notes the success of community colleges in providing access for minority students and discusses concomitant trends and problems in the areas of student financial aid, the cycle of failure experienced by many minority students, the increased diversity of the minority student population, the maintenance of developmental studies programs, and the threat of impending fiscal cutbacks. Donald T. Rippey then examines the following prerequisites to the success of developmental studies programs serving low-income minorities: skill assessment, enhancement of students' self-esteem, and a positive learning environment. Alfredo de los Santos and two coauthors present a statistical analysis of the enrollment of Hispanics in postsecondary education in the United States and in Texas and California. (JP)

ED 207 619 JC 810 396

Rippey, Donald

What Is Student Development? Horizons Issue Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—81

Contract—400-78-0038

Note—109p.

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, Change Strategies, Community Colleges, Counselor Role, *Educational Objectives, Individual Development, Models, National Surveys, Postsecondary Education, *Program Design, Program Development, Program Evaluation, *Student Development, Teacher Role

This six-chapter monograph presents a model for student development which is designed to unify the diverse purposes of education. After Chapter I reviews recent criticism of education, it goes on to identify problems in the performance of our educational system and to propose that a student development perspective on education provides a framework for individualizing education. In addition to tracing the origins of student development, Chapter II delineates the student development education (SDE) model, which involves administrators, teachers, and counselors in a competency-based process of goal setting; assessment; use of change strategies in instruction, consultation, and milieu management; and evaluation. Chapter III provides theoretical support for this model in a review of the literature on developmental learning and moral, personal-social, physical, and individual development. Chapter IV discusses an attempt to implement the SDE model in the Police Science program at a two-year college and reviews the problems, challenges, and outcomes of this effort. Chapter V presents the results of a nationwide study of the current use of student development in colleges and universities. Chapter VI concludes with a summary of the problems and issues of evaluation. The monograph is appended by the questionnaire used in the student development survey, a history of the development of competencies for a Black History course, and a description of the SDE curriculum at El Centro College. (AYC)

ED 207 649 JC 810 572

Grede, John Friedlander, Jack

Adult Basic Education in Community Colleges. Junior College Resource Review.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Contract—400-78-0038

Note—6p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, Adult Students, College Instruction, College Role, *Community Colleges, Educational Responsibility, Federal Aid, Financial Support, Illiteracy, *Literacy Education, Secondary Education, State Aid, Student Characteristics, Teacher Characteristics, Two Year Colleges

Statistics and studies are reviewed to provide an overview of adult basic education (ABE) programs in community colleges. The review begins by presenting statistics on the magnitude of the adult literacy problem in the United States, citing information such as: over 57 million adults in America not enrolled in high school have less than a high school education; almost 23 million Americans between the ages of 18 and 65 do not have skills adequate to perform basic tasks such as addressing a letter; and there is an incredible gap between the number of persons who need literacy programs and those who were actually receiving it. Next, efforts to reduce adult illiteracy are summarized, at the national and state levels. The paper then traces the growing involvement of community colleges in ABE, citing reasons community colleges want responsibility for ABE and following the transfer of control over ABE functions from the secondary schools to the community colleges. The next two sections focus on the characteristics of ABE students and instructors. After a section on the levels of instruction and other factors affecting the effectiveness of ABE classes, the paper reviews funding considerations, such as costs, federal and state support, and special grant programs. The final section assesses the role of ABE within the context of the community college mission. A bibliography follows the resource review. (AYC)

ED 207 650 JC 810 573

Mehallis, Mantha, Ed.

Improving Decision Making.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-87589-813-0; USPS-121-710

Pub Date—Sep 81

Contract—400-78-0038

Note—124p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($6.95, Order No. CC35).

Journal Cit—New Directions for Community Colleges; v9 n3 Sep 1981

Pub Type— Collected Works - General (020) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Budgeting, College Planning, *Community Colleges, *Decision Making, Educational Finance, *Educational Planning, Information Needs, *Institutional Research, Master Plans, Public Policy, Research Needs, *Research Utilization, Statewide Planning, Student Characteristics, Two Year Colleges, Two Year College Students

This collection of essays focuses on the importance of accurate and timely information for effective decision making. First, Ivan Lach considers the proliferation of statewide planning and policy formation and discusses problems with and ways to improve statewide research. Next, Cheryl Opacinch focuses on decision making for federal postsecondary policy, discussing strategies for influencing the policy-making process by improving the use of community college research. After tracing trends in two-year college research, William Ramsey presents plans for action to involve research as a tool in the development of a master plan. Joseph Rossmeier places his discussion of information resource management in the context of the growing importance of computers, the role of information as a primary institutional asset, and a hierarchy of information needs. M. Kathryne Baratta examines the use of student data in planning and for better management. The utilization of student information systems is further discussed by Toni Hall and Jim Reed, who recommend a planned approach to student follow-up strategies for organizing research and promoting data utilization, and ways that decision makers should use student information. Mike Stevenson and Dan Walleri present nine guidelines for financial decision making in a period of retrenchment. Mantha Mehallis deals with the improvement of decision making through institutional research. Finally, Donna Dzierlenga cites relevant ERIC documents. (AYC)

PS

ED 196 553 PS 011 916

Parenthood in a Changing Society. Papers from a Symposium at Memphis State University.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; Memphis State Univ., Tenn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0008

Note—103p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 1310 South Sixth Street, Champaign, IL 61820 (Catalog No. 190, $5.00)

Pub Type— Collected Works - General (020) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adolescents, Blacks, *Child Rearing, Federal Government, Feminism, *Guidance, *Parent Education, *Public Policy, *Socialization
Identifiers—*Child Care Legislation

The symposium papers collected in this volume present a variety of perspectives on parenthood in our changing society. In the first article the effects of the women's movement on parenting are indicated. Next, different role-dimensions of mothering and teaching are clarified and discussed. The third article reports on research aiming to document, identify and examine in detail the intricacies and uniqueness of black family life, child socialization and child development. Article four discusses the maturational characteristics of teenagers, parents' needs, and issues for parents raising teenagers. The involvement of the federal government (in terms of current projects on family policies and the proposed Child Care Act of 1979) are discussed and described in the fifth article. The final article discusses forces competing for parents' attention and comments on conflicting reports and advice from "experts" in childrearing. A selected bibliography on parenthood and families is appended. (Author/RH)

ED 202 566 PS 011 915
Bowermaster, Janet
Classroom Management and Learning in Elementary Schools.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—81
Contract—400-78-0008
Note—47p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 1310 South Sixth Street, Champaign, IL 61820 (Catalog No. 192, $3.00)
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Techniques, *Discipline, Elementary Education, *Elementary School Teachers, Instruction, *Learning, Literature Reviews, Planning, *Student Behavior, Student Role, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness, Teacher Role, Teaching Methods

This paper reviews recent literature on classroom management, focusing specifically on teachers' techniques for organizing students, space, time and materials in order to keep a class running smoothly so that learning can take place. Four main areas of classroom management research which are relevant to elementary school teachers are identified and discussed. The first area deals with advance planning of classroom logistics. The second involves preparing students for their classroom role. The third concerns teacher management behaviors involved in minute-to-minute classroom interactions with students. The final area deals with the characteristics of formal lesson structures that affect management behaviors. As each area is reviewed, management methods suggested by the research are described. (Author/MP)

ED 202 567 PS 011 927
The Child Development Associate: Resources for CDA Trainers.
Child Development Associate Resource Center, Champaign, Ill.; ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 81
Contract—105-78-1012; 105-79-1003; 400-78-0008
Note—125p.
Available from—CDA Resource Center, College of Education, University of Illinois, 1310 S. Sixth St., Champaign, IL 61820 (For selected items in this collection).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Child Caregivers, *Competency Based Teacher Education, Cross Cultural Training, Early Childhood Education, Guidelines, Postsecondary Education, *Preschool Teachers, *Resource Materials, Trainers, *Training, Training Methods
Identifiers—*CDA, CDA Credential, CDA Portfolio, Child Development Associate

Intended for use by trainers of candidates for the Child Development Associate (CDA) Credential, this collection consists of resource materials issued by the CDA Resource Center, Univeristy of Illinois, between winter 1978 and winter 1980. Part I, the Introduction, provides background information about CDA objectives, components of the CDA program, benefits of participating in the CDA program, CDA training, eligibility requirements for CDA, and assessment of CDA candidates. Part II consists of eight CDA bulletins that cover issues such as planning a successful workshop, teacher centers, burn-out, strengthening personal capacities, college based CDA training, and the roles and responsibilities of the CDA trainer. Additional resources for the CDA programs are provided in Part III. These include annotated lists of journal and magazine articles, newsletters, ERIC documents and books usefull in multicultural CDA training, preparing a CDA portfolio, and teaching each of the CDA competencies. (Author/MP)

ED 206 374 PS 012 313
Stern, Virginia
The Symbolic Play of Lower-Class and Middle-Class Children: Mixed Messages From the Literature.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—400-78-0008
Note—42p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Opinion Papers (120) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Ability, Comparative Analysis, Cultural Differences, Disadvantaged Youth, *Dramatic Play, Early Childhood Education, Literature Reviews, Lower Class, Middle Class, *Pretend Play, Research Problems, *Social Differences, *Social Influences, *Young Children
Identifiers—*Symbolic Play

The findings of nine studies comparing the symbolic play of middle-class and lower-class children are summarized and examined in detail. Related research problems are discussed and directions for future research are indicated. Examination of the studies indicated that few general conclusions can be drawn from them about the relative quality of symbolic play among lower-class and middle-class children. However, there is agreement among studies that the content of play themes and roles is the same among middle-class and lower-class children, and that the amount of verbalization is greater among middle-class than lower-class children. More investigators report that group play is more prevalent among middle-class than lower-class children; more report that "persig" play (often called role-differentiation and similar to what Piaget called collective symbolism) is more prevalent among middle-class than lower-class children; and more report that middle-class children are more likely to use semi- and non-representative as well as imaginary signifiers than lower-class children, while lower-class children are more likely to use representative signifiers than middle-class children. Concerning the relative cognitive maturity of the play of the two populations, no general conclusions can be drawn. Other factors which may have affected the studies' results are suggested and the need for a more holistic, integrative, and qualitative approach is indicated. (Author/RH)

ED 206 375 PS 012 314
Spodek, Bernard
The Kindergarten: A Retrospective and Contemporary View.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—400-78-0008
Note—33p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Historical Materials (060) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Development, Curriculum Development, Early Childhood Education, *Educational Change, *Educational Development, *Educational History, *Educational Practices, Educational Theories, *Kindergarten, Progressive Education, Teacher Education, Testing

Changes in kindergarten education in the United States from its inception to the present and reasons for the historical changes are explored. Froebel's approach to kindergarten education is described and the introduction of kindergarten programs in the United States by various sponsors such as the Women's Temperance Union, churches, and settlement houses is depicted. Programmatic change from Froebel's theologically oriented rationale to the concepts and practices of progressive education to the prescriptive kindergarten programs of the present as well as changes in the number of children attending kindergarten are delineated. Subsequently, continuities and discontinuities in curriculum development are identified and changes in developmental theories used to justify early childhood education are pointed out. Concluding sections discuss pressures for early instruction in academic skills, the increased use of standardized tests to assess kindergarten achievement, and the presently inadequate preparation of kindergarten teachers. Suggestions are made for influencing future directions of kindergarten education. (Author/RH)

ED 206 376 PS 012 315
Saville-Troike, Muriel
The Development of Bilingual and Bicultural Competence in Young Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—400-78-0008
Note—29p.; To be published as a chapter in "Current Topics in Early Childhood Eduation," Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, *Cognitive Development, Early Childhood Education, Language Acquisition, *Second Language Instruction, *Second Language Learning, Social Influences, *Socialization, Student Motivation, *Young Children

Young children's natural processes of language acquisition, the ways they learn a second language, and guides for teaching children a second language are discussed. Topics addressed include social influences on language acquisition, code-switching in bilingual communities, and the relationship of enculturation and acculturation to the development of bicultural competence. In addition, children's development of metalinguistic awareness in their second year, the influence of first language acquisition on second language acquisition for children 2 years of age or older, vocabulary acquisition, peer influence on language learning, and children's language use in the context of social interaction are explored. Four hypotheses that have been proposed to account for observed differences in children's ability to become bilingual in educational contexts are reviewed. Concluding sections of the paper offer three basic principles which underlie the teaching of a second

language to young children and 10 guidelines for teaching second language learners. Directions for future research are indicated. (Author/RH)

ED 206 377 PS 012 319
Deci, Edward L. Ryan, Richard M.
Curiosity and Self-Directed Learning: The Role of Motivation in Education.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date—81
Grant—400-78-0008;
Note—24p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982. Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, *Contingency Management, Early Childhood Education, Feedback, Literature Reviews, *Rewards, *Student Motivation, *Student Teacher Relationship, Teacher Motivation
Identifiers—Autonomy (Personal), Choice Behavior, Extrinsic Motivation, *Intrinsic Motivation
Theoretical propositions and research findings concerning children's motivation to learn are discussed and implications for early childhood education are indicated. The discussion begins by defining and illustrating the motivational states of intrinsic motivation, extrinsic motivation, and amotivation. Problems of structuring interaction between teachers and students to promote intrinsically motivated learning are considered. Next, lines of research revealing the human need to understand reward contingencies as well as research indicating factors (such as extrinsic rewards, externally imposed controls, and negative feedback) that diminish intrinsic motivation are reviewed. Factors such as choice and positive competence feedback that tend to foster intrinsic motivation are also discussed. Special emphasis is subsequently given to additional studies revealing (1) effect of rewards and communications on intrinsic motivation to be dependent on whether they are interpreted by recipients as primarily informational or controlling, and (2) differences in achievement and motivation between active and passive learners. In conclusion, problems such as the work conditions in schools that undermine teacher's intrinsic motivation and the curriculum standardized for accountability associated with creating classroom programs characterized by intrinsic motivation, informational contingencies, and autonomous learning are pointed out. (Author/RH)

ED 207 668 PS 011 926
Oden, Sherri
Peer Relationship Development in Childhood.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—400-78-0008
Note—55p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Age Differences, *Child Development, Children, Curriculum Development, Friendship, Interaction, Interpersonal Competence, Literature Reviews, *Parent Role, Peer Groups, *Peer Relationship, Psychoeducational Methods, Racial Differences, Research Needs, Sex Differences, Social Cognition, *Social Development, Social Isolation, *Socialization, State of the Art Reviews, *Teacher Role
The main perspective taken in this paper is that peer relationships in childhood provide more than incidental social experiences and constitute social contexts beyond those in the family. In the context of peer relationships, children's development continues to progress as children expand their experiences and increase their knowledge. Three major directions in the research are examined: the first section of this chapter provides a review of the major theoretical perspectives and empirical research on children's peer relationships in child development. In the second section, the findings of this research are related to questions that educators and parents may ask as they observe peer interaction in the classroom, home, or neighborhood. Throughout these two sections the implications for children's social experience in the school and at home are discussed and future research directions are proposed. In the last section, the role of adults in the development of children's peer relationships is reviewed according to available evidence, and methods for supporting and instructing children in peer relationship development are discussed. Various types of curriculum activity are then examined for their potential influence on peer relationships, especially those relationships between children of different ages, races, sexes, and abilities. (Author/DB)

ED 207 672 PS 012 316
Wade, Michael G. Davis, Walter E.
Motor Skill Development in Young Children: Current Views on Assessment and Programming.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—400-78-0008;
Note—32p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Opinion Papers (120) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Developmental Programs, Early Childhood Education, *Evaluation Methods, *Motor Development, Movement Education, *Needs Assessment, Perceptual Motor Learning, *Psychomotor Skills, Testing, Theories
Identifiers—Reflexes
After a brief overview of theory related to motor skill development in children, an update on approaches to motor development assessment and programming is provided. Descriptive/product, process-oriented/diagnostic, process/descriptive, and reflex testing approaches taken in motor ability assessment are reviewed, and some of the strengths and limitations of each approach are discussed. In the descriptive or product-oriented approach a group of motor tasks is selected, and each child's performance is compared with the average performance of children in his or her age group. The process-oriented or diagnostic approach consists of evaluating tasks which are indicative, in theory, of an underlying process of motor performance. In the third approach children's activities are observed, and their performance is judged on the basis of a qualitative analysis of their movement patterns. Reflex testing evaluates children on the bases of the appearance and/or inhibition of certain reflex movements according to age level. In conclusion, three approaches to programming motor activities for the young child-including traditional, movement education, and perceptual approaches-are delineated and contrasted. (Author/RH)

ED 207 673 PS 012 317
Freedman, Paula
A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—400-78-0008
Note—29p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Age Differences, *Age Groups, Classroom Environment, Cross Cultural Studies, *Day Care, Grouping (Instructional Purposes), *Heterogeneous Grouping, *Homogeneous Grouping, Language Acquisition, Literature Reviews, *Outcomes of Education, Peer Groups, Peer Relationship, Position Papers, *Preschool Children, Research Problems, Social Development, Teacher Role
Studies from several countries are described in this review of literature pertinent to assigning day care children to multi-age or homogeneous age groups. Three issues are discussed in this regard: (1) What difference does it make how one groups children? The answer is that a profound difference to children, staff, and parents may occur in terms of social environment, curriculum design, success at school, and other factors. (2) What aspects of the child's development are affected by age grouping? The answer is that multi-age grouping positively influences social, emotional, and some learning outcomes, whereas homogeneous grouping seems to produce mastery of academic skills. Success of particular grouping choices depends on the end desired and on the skills of staff members. (3) How does age grouping affect the achievement of preschool goals? The answer to this question ultimately can be provided only by a center's staff and the families being served. Because research is still being conducted on the effects of grouping children under 6 years of age, the decision to place children in multi-age or homogeneous groups depends on program goals, client characteristics, center resources, and staff training and inclinations. (Author/DB)

ED 207 674 PS 012 320
Silver, Rawley A.
Developing Cognitive Skills Through Art.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—400-78-0008
Note—41p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Ability, *Cognitive Measurement, *Creativity, Creativity Tests, Elementary Education, *Elementary School Students, Freehand Drawing, Learning Disabilities, *Nonverbal Tests, *Teaching Methods, Test Construction
Identifiers—Visual Thinking
The recognition that children's cognitive skills are evident in visual as well as verbal conventions has led to the construction of the Silver Test of Cognitive and Creative Skills (STCCS) for the assessment and development of children's cognitive abilities. Research on cognition, the role of language in cognition, and left and right brain hemisphere thinking has led to the following conclusions: (1) even children with inadequate language may be able to construct visual models of reality and represent their experiences nonverbally by drawing images of them; (2) intellectual ability is largely independent of language; (3) language is structured by the development of logical ability; (4) people tend to favor one mode of hemispheric thinking over another; and (5) individuals successful at solving problems tend to use visual thinking as one means of solving problems. Based on findings such as these, the STCCS consists of three main tasks: drawing from imagination, drawing from observation, and predictive drawing. The test is designed to assess children with cognitive or creative strengths who may do poorly on traditional measures of intelligence or achievement. Examples of the use of the STCCS in assessment are provided. Teaching procedures derived from three structures underlying the assessment tasks are described and illustrated. In conclusion, six studies using the STCCS to assess or to develop children's cognitive skills are summarily discussed. (Author/RH)

ED 207 675 PS 012 321
Katz, Phyllis A.
Development of Children's Racial Awareness and Intergroup Attitudes.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—400-78-0008
Note—55p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Childhood Attitudes, Child Rearing, *Children, Cognitive Processes, *Developmental Stages, Early Childhood Education, Elementary Education, Literature Reviews, Measures (Individuals), Parent Attitudes, Perceptual Development, Personality Traits, *Racial Attitudes, *Racial Bias, *Racial Identification, Reinforcement, Research Problems, Socialization, Synthesis, Theories
Ways in which children learn about race and form attitudes towards groups other than their own are described and the processes underlying the development of racial awareness and racial attitudes are delineated. The first three sections of the paper discuss the age at which racial attitudes begin to form, the developmental antecedents of racial attitudes from infancy through age 3 years, and the measurement and meaning of racial awareness. The major portion of the document discusses various social and psychological factors underlying the development of racial attitudes. The factors discussed include direct instruction, reinforcement, personality characteristics of parents and children, child rearing techniques, cognitive aspects and perceptual components of racial attitudes, socialization, and the relative salience of racial cues in contrast to other cues such as gender and age. The concluding section of the paper explores parallels between the acquisition of racial and other attitudes and offers a conceptualization of racial attitude development involving eight overlapping steps through which children progress during the first 10 years of life. (Author/RH)

RC

ED 197 889 RC 012 475
Bachert, Russell E., Jr.
Directory of Outdoor Education Internship Opportunities.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jan 81
Contract—400-78-0023
Note—91p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($8.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Opportunities, *Environmental Education, Experiential Learning, *Internship Programs, Job Training, *Outdoor Education, *Professional Training, *Program Descriptions, *Teacher Education
Identifiers—United States
In an attempt to facilitate the professional preparation of outdoor educators, the directory lists and describes 46 outdoor or environmental education internship programs in 21 states. Organized by state, programs are listed alphabetically by sponsoring institution. Most entries include: the name of the institution; the program name; mailing address; telephone number; a description of the institution and the internship program; information about room, board, and stipend, if any; and application procedures. The educational philosophies and opportunities of the sponsoring institutions indicate a wide variety of approaches. (Author/SB)

ED 197 905 RC 012 497
Rodriquez, Roy C. Gallegos, Robert L.
Hispanics, Engineering, and the Sciences: A Counseling Guide.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0023
Note—51p.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 ($6.85).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Awareness, *Career Development, Career Guidance, *Counseling Effectiveness, Counselor Attitudes, Counselor Role, Curriculum Development, Employment Opportunities, *Employment Patterns, *Engineering, *Hispanic Americans, Models, Postsecondary Education, Recruitment, Role Models, *Science Careers, Secondary Education, Teacher Role, Teaching Methods
Fewer than 1% of all practicing scientists are Hispanics. In engineering, Hispanics represent only 3.2% of all full-time students, 1.2% of all masters students, and .7% of all doctoral students. Hispanic underrepresentation in engineering and science results from several factors. These include, at the high school level, recruitment and career exposure programs that do not consider minority cultures; counselors who unconsciously reinforce established Anglo and Hispanic career patterns; science curricula that inadequately prepare students for college science and engineering programs or that are too abstract; and teachers who are underutilized as resources and role models. An intervention model, such as that developed by Scott, can help provide the early corrective action necessary to promote Hispanic representation in technical fields. Also, secondary schools should reorganize science curricula around everyday science, provide bilingual science and math instruction, and improve counseling. Colleges should support special minority programs in fields such as engineering, sciences, and math, and should actively recruit Hispanics for their programs. Graduate and professional institutions should provide adequate financial aid, develop post-baccalaureate programs for Hispanics, and include a multicultural focus in their technical programs. National-level emphasis on needs, programs and funding for Hispanic involvement in math and science is recommended. (SB)

ED 197 906 RC 012 499
McCain, A. Earl Nelson, Murry
Community Resources for Rural Social Studies Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jan 81
Contract—400-78-0023
Note—34p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($6.20).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Resources, Elementary Secondary Education, Information Sources, *Law Enforcement, Local Government, *Local History, Physical Environment, Politics, *Rural Economics, *Rural Education, Rural Environment, Rural Schools, *Social Studies, Teachers
This guide is an inventory of over 100 kinds of readily available community resources for elementary and secondary social studies teachers, especially those in rural areas. The guide is organized in two major sections. The first describes resources relevant to social studies, organized by: the community's physical setting; its historical setting; the economic sector; and the community's political system. The second section presents resources related to the law. The resource types are briefly discussed. Among the many resources are county engineers, county extension agents, civic organizations, churches, old people, elected officials, game wardens, the Sierra Club, local leaders of political parties, forest rangers, and the telephone directory. Completing the guide are a note about the effective use of resources, a list of the resources described in the text, and an annotated list of suggested readings. (SB)

ED 197 907 RC 012 500
Lockart, Barbetta L.
Resolving Discipline Problems for Indian Students: A Preventative Approach.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0023
Note—50p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($6.90).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, American Indian Culture, *American Indian Education, American Indians, Behavior Change, *Behavior Problems, Classroom Techniques, Community Involvement, *Counselor Role, *Cultural Differences, *Discipline, Parent Participation, Parent Role, *Prevention, Student Attitudes, Student Behavior, Student Responsibility, Teacher Role, Tribes
Identifiers—Pueblo (People)
According to non-Indian educators, American Indian children in public schools often pose discipline problems that cannot be handled with traditional non-Indian methods such as spanking, scolding, yelling, or isolation. The elements of Indian discipline (shaming, ridicule, threats of punishment by supernatural figures, storytelling, community pressure) are usually absent in the non-Indian classroom. Other cultural differences that may cause educational problems are the Indian emphasis on the group, concepts of time and personal freedom, and attitudes towards family and age. Because Indian and non-Indian frames of reference, life experiences, and value systems differ vastly, the Indian child may react to a non-Indian school setting with seemingly negative behaviors such as silence, tiredness, high levels of activity, irritability, and inattentiveness. Educators must realize that such behaviors indicate that the child's needs are not being met. Educators must become more knowledgeable and accepting of Indian cultures; community members must provide the children with traditional guidance and become actively involved in education; parents must supply solid values and behavior guidelines; and children must be responsible for themselves. Together, educators, families, community and tribal members, and the children themselves share the responsibility for lessening negative classroom behavior. (SB)

ED 197 913 RC 012 508
Colton, R. W.
The Science Program in Small Rural Secondary Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; Mid-Continent Regional Educational Lab., Inc., Denver, Colo.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0023; 400-80-0104
Note—50p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, Las Cruces, NM 88003 ($6.40).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agricultural Production, Curriculum Development, Educational Change, Educational Needs, Educational Philosophy, Environmental Education, Food, Hunger, *Interdisciplinary Approach, Land Use, *Rural Education, Rural Schools, Scheduling, *Science Curriculum, Science Teachers, Secondary Education, *Secondary School Science, Small Schools, *Teacher Education, Team Teaching
Identifiers—*Energy Crisis
Rural schools may have an advantage over urban schools in science teaching if sciences are perceived as means of exploring our surroundings, are presented as many viewpoints of one overall picture, and are taught in a form that deals with human

situations. Collaboratively taught, rural science curricula can include study of agricultural ecology, rural biology, rural science, rural studies, world food supplies, the energy crisis, and solar energy. Taken as a whole, these courses illustrate an expanded approach to teaching about food production and the life and work of the countryside in general. Such an interdisciplinary approach gives the science teacher the opportunity to help meet some of the educational needs of young people by providing practice in enquiry; calculation and measurement; design; communication; values; and in organizing information, making decisions, and thinking critically. For such a curriculum to be successful, rural science teachers need training and continued financial and resource support as well as flexibility in scheduling. Specific topics are included for each course suggested. (SB)

ED 198 982 RC 012 542

Cornejo, Ricardo J. Cornejo, Luz O.

Theories and Research on Second Language Acquisition.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0023

Note—101p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($9.55 ea., discounts on 20 or more).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingualism, Contrastive Linguistics, *Diachronic Linguistics, Discourse Analysis, Elementary Education, Error Analysis (Language), History, *Language Acquisition, *Language Research, *Linguistic Theory, Literature Reviews, *Second Language Learning, Spanish Speaking

Intended for students, teachers, parents, and administrators in charge of educating bilingual children, the monograph provides a summarized account of the information available regarding theories and research in second language acquisition, divided into four chapters. Chapter I is an historical overview of language acquisition theories, philosophies, and beliefs dating from Biblical times to the beginning of the 20th century. The works of Socrates, Plato, Aristotle, Varro, Quintilian, Locke, Rousseau, Herder, von Humboldt, and others are discussed. Chapter II deals with modern theories, research findings, and controversies about language acquisition. It summarizes the ideas of Tomb, Leopold, Langer, Penfield, Brooks, Skinner, Chomsky, and several other theorists. Chapter III is a report of recent research on first and second language acquisition. The work of important researchers in each of the four major approaches to language acquisition (error analysis, contrastive analysis, performance analysis, and discourse analysis) is discussed in some detail. Chapter IV contains brief summaries of 50 exemplary research projects, all published through the ERIC system, on language acquisition and communicative competence. The citation for each project notes author, title, publication data, ERIC data, and includes a brief summary. (SB)

ED 199 002 RC 012 564

Morris, Lynne Clemmons Morris, Judson Henry, Jr.

Meeting Educational Needs in Rural Communities Confronting Rapid Growth.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0023

Note—55p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($7.55 ea., discounts on 20 or more).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Community Coordination, *Community Development, Community Involvement, Community Planning, Community Problems, Community Services, *Consultation Programs, Coordination, *Educational Needs, Educational Planning, Games, Rural Development, *Rural Education, Rural Schools, *School Community Relationship, School Role, Simulation, *Urban to Rural Migration

Identifiers—Boomtowns

A strategy to assist in community development can help rural schools in rapidly growing areas meet the changing educational needs of their communities. Such a strategy should include gathering information about anticipated changes in the size and composition of the school population in order to plan for adequate staff and facilities. Planning for growth should also involve the consideration of service arrangements which best serve the community's needs, especially as community members begin to respond to four major growth-related changes: superinflation, service demands in excess of service capabilities, change in socio-cultural structure, and increased people problems, such as oldtimer-newcomer conflicts. Schools can be a logical catalyst for initiating important service arrangements such as consultation with mental health and social service agencies. Schools can also help foster the formation of formal interagency networks which in turn support community development as a whole. As rapid growth occurs in the rural community, schools can provide leadership and decision making simulations to improve the community's ability to respond to growth-related change. Rural schools can build around the unique educational needs of different age groups, including adults and the elderly, to address the educational needs of the entire community. (SB)

ED 200 342 RC 012 498

Wright, Lyle O.

Special Funding for Small and/or Isolated Rural Schools.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; Utah State Board of Education, Salt Lake City.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Contract—400-78-0023

Note—53p.

Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 ($8.35).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, *Educational Finance, Educational Planning, National Surveys, *Rural Schools, School Districts, *Small Schools, *State Aid, State Boards of Education, *State School District Relationship

Identifiers—*United States

Chief state school officers in all 50 states were surveyed to gather information regarding the various states' funding arrangements for small and/or isolated rural schools and to develop a financial planning tool for use by state legislators and boards of education. Data were gathered from every state except Hawaii. Twenty-eight states had some arrangement for special funding for isolated rural and/or small schools. Although the plans were diverse, they usually addressed program eligibility and assistance mechanisms. Among eligibility factors, enrollment levels were a key element of the program in 16 states. Six states considered number of teachers or instructional units, six focused on population density, nine looked at isolation from other schools, and two addressed the rural district's minimum financial contribution. Despite great variety, assistance mechanisms in the 28 states generally fell into three categories: added weightings to the basic support formula (13 states); minimum support levels (5 states); and size adjustments and special payments (6 states). Completing the study is a detailed explanation of each state's funding arrangement. Definitions, statutes, and formulas are included to describe eligibility considerations and assistance mechanisms. (SB)

SE

ED 190 408 SE 031 625

Suydam, Marilyn N.

International Calculator Review: Working Paper on Hand-Held Calculators in Schools.

International Association for the Evaluation of Educational Achievement, Hamburg (West Germany).; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Mar 80

Note—102p.; A draft of this report was presented at the Conference on Comparative Studies in Mathematics Curricula (Osnabruck, West Germany, January 1980).

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.00).

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Achievement, *Calculators, Computation, Curriculum Research, Educational Policy, *Educational Trends, Elementary Secondary Education, Inservice Teacher Education, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Student Attitudes, Teacher Attitudes

Identifiers—International Assn Evaluation Educ Achievement, *Mathematics Education Research, *Second International Mathematics Study

This report contains a collection of papers on the status of the use of calculators in the schools of 16 countries. Each report summarizes trends and prevailing opinions about curricular implications of calculators; research activities; instructional practices; student attitudes; in-service activities; and general background on amount and type of use, projects, and other concerns. Also included are a synthesis of these national reports and a report of the International Working Group on Calculators from a meeting in January 1980. The report concludes with a list of selected references. The hope of the authors is that this document will answer some of the questions about the current status of calculator use for the following countries: Australia, Austria, Belgium, Brazil, Canada, Hong Kong, Ireland, Israel, Japan, New Zealand, Sweden, Switzerland, Thailand, United Kingdom, United States, and West Germany. (MP)

ED 196 703 SE 033 673

Higgins, Jon L., Ed.

Research Reporting Sections, Annual Meeting of the National Council of Teachers of Mathematics (59th, St. Louis, Missouri, April 22-25, 1981).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—81

Contract—400-78-0004

Note—61p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.75).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cognitive Processes, *Educational Research, Elementary Secondary Education, Higher Education, *Mathematical Concepts, *Mathematics Education, Mathematics Instruction, Preschool Education, *Problem Solving, Student Characteristics

Identifiers—*Mathematics Education Research, *National Council of Teachers of Mathematics

Presented are abstracts of 18 research reports. Topics covered include: (1) The effect of a numeration learning hierarchy on mathematics attitudes in kindergarten children; (2) Children's acquisition and production of mathematical rules; (3) Preschoolers' abilities to recognize counting errors; (4) Young children's solution processes for verbal addition and subtraction problems; (5) A system for diagnosing sixth graders' word problem difficulties; (6) Kindergartners' strategies for solving addition and subtraction problems; (7) Some implications for teaching problem solving; (8) Data on cognitive strategies of children with mathematical learning disorders; (9) Information about a project analyzing

adolescents' problem-solving processes; (10) Young children's spatial preferences; (11) Assessing children's development in geometry using the Van Hiele levels; (12) Pupil concepts of ratio of distances in two dimensions; (13) Development of instruction designed to teach verbal problem solving in elementary mathematics; (14) Calculator use and problem-solving strategies of grade six pupils; (15) Effects of prior knowledge and creativity upon problem solving; (16) An analysis of selected cognitive style dimensions related to mathematics of college students; (17) Protocol analysis as a research tool in problem-solving studies; and (18) The effects of external structure and cognitive style on learning modulo fields. (MP)

ED 196 721 SE 033 907

Thompson, Ben, Ed.

Science for the Handicapped: An Annotated Bibliography.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—99p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.50).

Pub Type— Reference Materials (130) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Science, *Disabilities, Elementary School Science, Elementary Secondary Education, *Hearing Impairments, Higher Education, Multiple Disabilities, *Resource Materials, *Science Education, Secondary School Science, *Visual Impairments

Identifiers—*Science Education Research

This annotated bibliography provides sources for information on science education for the handicapped. Listings are provided of general references and also those dealing with research in the three areas of the visually impaired, the hearing impaired, and other handicapping conditions. (CS)

ED 197 947 SE 033 908

Sacks, Arthur B., Ed. And Others

Current Issues VI: The Yearbook of Environmental Education and Environmental Studies. Selected Papers from the Annual Conference of the National Association for Environmental Education (9th).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Troy, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 80

Contract—400-78-0004

Note—406p.; Contains occasional light and broken type.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.50).

Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Attitude Measures, Citizen Participation, *Conservation Education, Curriculum Development, Elementary Secondary Education, *Environmental Education, Instructional Development, Nonformal Education, Postsecondary Education, Science Education

Identifiers—*Environmental Education Research

Two major sections, one dealing with the practitioner's perspective and the other addressing research and evaluation, comprise these proceedings of the 1980 Conference of the National Association for Environmental Education (NAEE). Section I contains 10 essays which describe programs, approaches, and issues of interest to the environmental education community. The 22 papers which make up Section II present analyses of significant environmental education research problems; many are based upon original studies. Also included is NAEE President A. Clay Schoenfeld's inaugural address entitled "Earth Day '70, '80, '90." (WB)

ED 199 053 SE 034 210

Suydam, Marilyn N., Comp. Higgins, Jon L., Comp.

Especially for Teachers: ERIC Documents on the Teaching of Mathematics, 1966-80.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0004

Note—223p.; Not available in hard copy due to marginal legibility of original document.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00, $1.50 extra for binder copy).

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, Bibliographies, Elementary Secondary Education, Higher Education, Indexes, *Information Sources, *Mathematics Education, Mathematics Instruction, Mathematics Materials, *Reference Materials, *Resource Materials

Presented is a compilation of materials for teachers available through ERIC that focus on mathematics instruction. Over 900 citations were selected from those listed in Resources in Education (RIE) between 1966 and 1980. Abstracts of the documents are presented in the following categories: Algebra; Applications; Calculators and Computers; Calculus; Career Education; Consumer Education; Decimals; Diagnosis; Enrichment; Environmental Concerns; Fractions; General Mathematics; Geometry; Graphing and Functions; Low Achievers; Measurement; Metric Measurement; Numbers and Numeration; Objectives; Operations; Percent-/Ratio and Proportion; Planning; Probability and Statistics; Problem Solving; Testing; and a section on Varied Topics for materials that include more than two distinct areas. Subject and author indexes are also included. (MP)

ED 199 097 SE 034 458

Suydam, Marilyn N. Kirschner, Vicky

Selected References on Mathematical Anxiety, Attitudes, and Sex Differences in Achievement and Participation.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—46p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.50).

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement, *Attitudes, Educational Research, Educational Resources, *Mathematics Anxiety, *Mathematics Education, Research, *Resource Materials, Resources, *Sex Differences, Student Attitudes

Identifiers—*Mathematics Education Research

This document is a bibliographic collection of references listed alphabetically by author, but not otherwise categorized. The final two pages list by title those documents where no individual author is credited. In addition to mathematical anxiety, attitudes, and sex differences in achievement and participation, a few documents deal with mathematical careers for women, aptitudes, abilities and differential treatment. (MP)

ED 200 400 SE 034 912

White, Arthur L., Ed. Nowak, John A., Ed.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0004

Note—221p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Cognitive Development, *Conference Papers, Elementary Secondary Education, Higher Education, Learning, Professional Associations, *Science Education, Science Instruction, Teacher Education

Identifiers—National Assn for Research in Science Teaching, *Science Education Research

Presented are abstracts for most of the papers presented at the 54th annual conference of the National Association for Research in Science Teaching (NARST), held at Grossinger's in the Catskills, April 5-8, 1981. Papers relate to learning in museums, classroom behavior, cognitive development, male-female differences, diagnostic testing, research methods, and other topics. (CS)

ED 200 436 SE 034 580

Spikell, Mark A., Ed.

Programmable Calculators: Implications for the Mathematics Curriculum.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—124p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.00).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Calculators, Discovery Learning, Educational Technology, Instructional Materials, Lesson Plans, *Mathematical Enrichment, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Programing, Secondary Education, *Secondary School Mathematics

Identifiers—*Programable Calculators

This document is a collection of reports presented at a programable calculator symposium held in Seattle, Washington, in April, 1980, as part of the annual meeting of the National Council of Teachers of Mathematics (NCTM). The session was designed to review whether the programable calculator has a place in the school mathematics program, in light of the current availability of the microcomputer. The presentations at the symposium supported the view that such calculators do have a role to play in the curriculum, and the collected papers of the contributors provide ample evidence of the many ways programable calculators can be used. In addition to the presented papers, two other contributions solicited by the editor to enhance the usefulness of this work to educators are included. (MP)

ED 200 438 SE 034 585

Riehs, Robert J.

An International Review of Minimal Competency Programs in Mathematics.

International Association for the Evaluation of Educational Achievement, Hamburg (West Germany).; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Mar 81

Note—182p.; Prepared for the International Study Group on Minimal Competencies in Mathematics in cooperation with the Second International Mathematics Study.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.-00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Basic Skills, *Competency Based Education, Curriculum Research, Educational Policy, *Educational Trends, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Minimum Competencies, Minimum Competency Testing
Identifiers—Competency Needs, *Second International Mathematics Study
Presented is a collection of reports on the status of competency-based mathematical education in the schools of 25 countries, and is the culmination of five years' work by the International Study Group on Minimal Competencies in Mathematics. Most reports summarize the trends and prevailing opinions about curricular implications of emphasis on minimal competencies, and a diverse spectrum of attitudes, approaches, concerns, and programs is revealed. Included is an historical perspective of prior investigations, a synthesis of the national reports, and a list of selected international references alphabetized by author. The goal of this manuscript is to answer some questions about the competency-based approaches of the following countries: Australia, Austria, Bangladesh, Belgium, Brazil, Canada (British Columbia and Ontario), Chile, England and Wales, Finland, Hong Kong, Ireland, Israel, Japan, Kenya, Luxembourg, Netherlands, New Zealand, Norway, Phillippines, Scotland, Sweden, Thailand, U.S., and West Germany. (MP)

ED 202 665 SE 033 910
Bowman, Mary Lynne, Ed. Disinger, John F., Ed.
Environmental Education in Action-IV: Case Studies of Teacher Education Programs for Environmental Education.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 80
Contract—400-78-0004
Note—191p.; Best copy available.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.-50).
Pub Type— Books (010) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*College Programs, *Environmental Education, *Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Program Descriptions, Science Education, Social Studies, Teacher Certification, *Teacher Education
Contained are 25 descriptions of teacher education programs for environmental education offered by colleges and universities in the United States. These programs were identified on the basis of recommendations from specialists in the state education agencies and reflect a broad spectrum of approaches and emphases. The case studies include: (1) teacher certification programs; (2) bachelor's and master's degree programs; (3) inservice workshops; and (4) courses in environmental studies, conservation, natural history, and marine science. Several of the efforts discussed involve personnel from and student experience with public and private agencies with environment-related concerns. (Author/WB)

ED 204 102 SE 033 911
Butts, David P.
A Summary of Research in Science Education–1979.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 80
Contract—400-78-0004
Note—144p.; For 1977 edition, see Ed 168 875; for 1978 edition, see ED 183 365.
Available from—John Wiley & Sons, Inc., 605 Third Ave., New York, NY 10016 (no price quoted).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Cognitive Development, College Science, Curriculum Evaluation, Educational Research, Elementary School Science, *Elementary Secondary Education, *Higher Education, Learning, *Science Education, Science Instruction, Science Teachers, Secondary School Science, Teacher Behavior
Identifiers—*Science Education Research
This review presents a broad perspective of the state of knowledge in science education, a description of existing trends, the areas where research is needed, and tentative answers to persistent problems that have been identified from the research. The review is organized into eight sections. An introductory section describes methods of using research to understand the science learning context. Five following sections focus on research dealing with the elementary school student, the emerging adolescent, the adolescent, the undergraduate college student, and the science teacher. The last two sections deal with measurement instruments used in science education, and an historical perspective relating science education research of 1979 to that of the past and discussing trends and implications for future research. (CS)

ED 205 367 SE 033 914
Harms, Norris C., Ed. Yager, Robert E., Ed.
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Science Teachers Association, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 80
Contract—400-78-0004
Note—140p.; For related documents, see ED 148 628 and ED 166 057.
Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (Stock No. 471-14776, write for correct price).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Biological Sciences, Curriculum Development, Educational Research, *Elementary School Science, Elementary Secondary Education, Evaluation Methods, *Inquiry, Inservice Teacher Education, Physical Sciences, Preservice Teacher Education, Science Curriculum, Science Instruction, Science Teachers, Scientific Enterprise, *Scientific Literacy, *Secondary School Science, *Technology
Identifiers—Discrepancy Analysis
Presented in this document are the results of the five focus groups involved in Project Synthesis, a research study designed to synthesize and interpret the information found in the three National Science Foundation-funded status studies (the literature review, the national survey, and the case studies "The Status of Pre-College Science, Mathematics, and Social Studies Educational Practices in U.S. Schools: An Overview and Summaries of Three Studies," ED 166 034); reports from the science assessment efforts of the National Assessment of Educational Progress; and an analysis of current science textbooks as well as some other analyses of the current situation in K-12 science. Using a discrepancy model, the focus groups (biological sciences, physical sciences, inquiry, elementary school science, science-technology and society) each set forth a desired state, described the actual state of affairs in science education, identified discrepancies between the desired state and the actual state, and made recommendations for future action. Analyses relate to four student goal clusters. (PB)

ED 205 369 SE 034 835
Ochs, V. Daniel, Ed.
1981 AETS Yearbook: Improving Practices in Middle School Science.
Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 81
Contract—400-78-0004
Note—279p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.-50).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Educational Objectives, *Inservice Teacher Education, *Middle Schools, *Preservice Teacher Education, *Science Curriculum, Science Education, *Science Instruction, Science Programs, Secondary Education, Secondary School Science, Student Characteristics
The theme of the eighth yearbook of the Association for the Education of Teachers in Science (AETS) involves the improvement of instructional practices in science at the middle school level. An initial chapter provides an operational definition of the middle school. Five chapters follow which provide information on various sources of educational objectives for middle school science. One chapter outlines the development of programs in middle school science. The last three chapters describe the improvement of practices in middle school science teacher preparation, in in-service training for middle school science teachers, and reactions from the field regarding the improvement of practices in middle school science. (CS)

ED 206 445 SE 034 834
Blosser, Patricia E.
A Critical Review of the Role of the Laboratory in Science Teaching.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 80
Contract—400-78-0004
Note—166p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.-00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—College Science, *Educational Philosophy, Elementary School Science, Elementary Secondary Education, Higher Education, *Literature Reviews, Science Education, *Science Education History, Science Equipment, *Science Instruction, *Science Laboratories, Scientific Literacy, Scientific Methodology, Secondary School Science
Identifiers—*Science Education Research
This critical review synthesizes information related to the use of the laboratory in science programs. Several approaches to the use and/or role of the laboratory in science teaching are presented, including historical and research perspectives, opinion statements, a review of current research, and suggestions for future research. Concluding remarks, speculations, and recommendations also are made by the author about research related to the role of the science laboratory. (CS)

ED 209 106 SE 035 862
Yager, Robert E.
Analysis of Current Accomplishments and Needs in Science Education.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 80
Contract—400-78-0004
Note—342p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.-50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—College Science, *Educational Assessment, *Educational Needs, *Educational Objectives, Elementary School Science, Elementary Secondary Education, Higher Education, *Na-

tional Surveys, Needs Assessment, Science Curriculum, *Science Education, *Science Instruction, Science Supervision, Science Teachers, Secondary School Science, Teacher Education

Identifiers—Science and Society, *Science Education Research

A Working Paper, "Science Education: Accomplishment and Needs," published by the National Science Teachers Association (NSTA) in 1978 was intended as an evolutionary document to be an assessment of the accomplishments and needs of science education perceived at that time. The Working Paper was organized into four major divisions: (1) Introduction; (2) Aims of Science Teaching; (3) Present Conditions of Science Teaching; and (4) Recommendations for the Coming Years. This document is an outgrowth of that earlier Working Paper and reports the views, perceptions, and insights of the science education leadership (100 elementary teachers; 100 secondary teachers; 100 supervisors; 100 teacher educators; and 100 researchers) related to the major divisions of the earlier Working Paper. The NSTA Division of Research used an opinionnaire and written dialogue to survey 500 individuals concerning their level of agreement on the major points of the original Working Paper. The results of this survey are presented. A list of participants and the opinionnaire used are included in the appendices. (DC)

ED 209 107 SE 035 863

Lukco, Bernard J.

Energy Conservation Management for School Administrators: An Overview.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Aug 81

Note—44p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.00).

Pub Type— Guides - Non-Classroom (055) — Reference Materials (130) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cost Effectiveness, *Educational Facilities Design, *Educational Facilities Improvement, *Energy Conservation, *School Administration, School Buildings, School Maintenance, *Student Transportation

Identifiers—Energy Audits, *Energy Management

Information concerning energy conservation management is presented to aid school administrators in improving the energy efficiency of their buildings and programs. Three general topics are discussed: (1) the general nature and unique characteristics of school energy management; (2) initial steps in developing a conservation program, including formulation of a task force and the conduct of an energy audit; and (3) specific energy saving techniques related to retrofit and operational changes, construction of new facilities, and transportation. Appendix A provides bibliographic references to materials which may be helpful to administrators in initiating or improving school energy conservation programs. All items listed are available through the Education Resources Information Center (ERIC). Appendix B lists governmental agencies and private organizations which provide energy information and assistance. (DC)

ED 210 145 SE 033 913

Mayer, Victor J., Ed.

Activity Sourcebook for Earth Science. Science Education Information Report.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—249p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.75).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Astronomy, Climate, *Earth Science, *Field Studies, Geology, *Meteorology, Oceanography, Physical Geography, *Science Activities, Science Education, Secondary Education, *Secondary School Science, Seismology, Space Sciences

Identifiers—*Plate Tectonics, Space Photography

Designed to provide teachers of earth science with activities and information that will assist them in keeping their curricula up to date, this publication contains activities grouped into six chapters. Chapter titles are: (1) Weather and Climate, (2) Oceans, (3) The Earth and Its Surface, (4) Plate Tectonics, (5) Uses of Space Photography, and (6) Space. Each activity has been set in the same general format (introduction, objectives, materials, procedure, and, for some activities, review or summary questions). Some activities are new; others have been standard for years but are located in publications no longer readily available to teachers. (PB)

ED 210 186 SE 035 938

Braswell, James S., Comp. And Others

Mathematics Test Available in the United States and Canada.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0004

Note—34p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.50).

Pub Type— Reference Materials - Directories/-Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Mathematics, Elementary School Mathematics, Elementary Secondary Education, Higher Education, Instructional Materials, *Mathematics Education, Mathematics Instruction, *Mathematics Materials, *Quantitative Tests, *Resource Materials, Secondary School Mathematics

Presented is a 1981 revision of a pamphlet first published by the National Council of Teachers of Mathematics (NCTM) in 1959. The primary purpose of this pamphlet is to provide a comprehensive listing of mathematics tests available that may assist educators in meeting their evaluation needs. Tests covering mathematics from primary school through the first two years of college are included. Material is subdivided in the following categories: Arithmetic; Junior High School; Batteries and General Listings, K-4; High School, General; Algebra; Geometry; Trigonometry; and College-related. Information for each test listed is given in the following order: Title; Authorship; Grade Levels and Forms; Availability of Norms; Publisher/Distributor; Reference to Additional Information; Original Date of Publication; and Date of Latest Revision. The document concludes with a Directory of Publishers/Distributors and a list of references. (MP)

SO

ED 196 787 SO 013 071

Resources for Teaching U.S. History. TeachERIC Resource Series, No. 1.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89994-248-2

Pub Date—80

Contract—400-78-0006

Note—26p.

Available from—SSEC Publications, Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($9.95 for the series, not sold individually).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, Resource Materials, Social Studies, *United States History

This annotated bibliography, one of four separate resources in the "Teach ERIC Resource Series," cites materials dealing with United States history for use at the elementary and secondary levels. All materials listed are available through the ERIC system and in journal articles. The purpose of the series is to help familiarize teachers with the ERIC system and what it can do for them. The bibliography references classroom activities, units of study, simulation games, lists of resource materials, curriculum guides, and teaching guides. Many of the resources focus on specialized topics. For example, one journal article describes how colonial classroom committees can recreate an era of taxes, tyranny, and military tangles; another article contains three moral dilemmas designed to teach elementary students about the values conflicts in the Revolutionary War; and a third article provides examples of how oral history can be used in the secondary classroom. Most of the materials are suitable for integration, at the teacher's discretion, into a basic comprehensive course. The bibliography is organized into two major parts: the first part cites journal articles; the second part lists ERIC documents. Within each part, the citations are arranged, first, by grade-level groups (K-6, 7-12, K-12) and then by ERIC accession number. The largest sections are devoted to materials for grades 7-12. Information about ordering or obtaining access to both journal articles and other resources is provided in a brief introduction to each part. (Author/RM)

ED 196 788 SO 013 072

Resources for Using a Global Approach in Elementary Social Studies. TeachERIC Resource Series, No. 2.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89994-248-2

Pub Date—80

Contract—400-78-0006

Note—18p.

Available from—SSEC Publications, Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($9.95 for the series, not sold individually).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Education, *Global Approach, Resource Materials, *Social Studies

This annotated bibliography, one of four separate resources in the "Teach ERIC Resource Series," cites materials that will help elementary teachers incorporate a global approach into social studies instruction. All materials listed are available through the ERIC system and in journal articles. The purpose of the Series is to help familiarize teachers with the ERIC system and what it can do for them. The rationale for teaching about global studies is that there is a critical need for preparing children for living in a world characterized by global interdependence and complex interrelationships. The kind of information provided in the bibliography includes how to implement a global education program, units of study, teaching guides, and descriptions of global education projects. The bibliography is organized into two major parts: the first part cites journal articles; the second part lists ERIC documents. Within each part, the citations are arranged in chronological order by their ERIC accession numbers. The grade level applicability range for each resource is indicated, along with its availability in microfiche, paper copy, or both. Information about ordering or obtaining access to journal articles and other resources is provided in a brief introduction to each part. (Author/RM)

ED 196 790 SO 013 077

Singleton, Laurel R., Ed.

Data Book of Social Studies Materials and Resources, Volume 6.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—81
Contract—400-78-0006
Note—179p.; For a related document, see ED 180 858.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Content Analysis, Elementary Secondary Education, *Instructional Materials, Media Selection, Nonprint Media, Resource Materials, *Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

This publication contains analyses of elementary and secondary social studies textbooks, supplementary classroom materials, and teacher resource materials. The purpose of the publication is to provide analyses of curriculum materials which will allow K-12 school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community. The kind of information provided in each analysis includes purpose, intended users and uses, content, and teaching methods. Some evaluative information is also included. The analyses of curriculum materials are divided into sections by grade level. The first major section of the book describes elementary curriculum materials. Four textbooks or textbook series are analyzed. A "Supplementary/Multimedia Materials" category contains nine analyses. Many of the materials in this category are based on sound filmstrips, audiocassettes, simulation, or a multimedia approach to teaching. The second major section of the book is devoted to secondary (7-12) curriculum. Twenty-seven analyses of textbooks are presented, along with 13 analyses of supplementary materials. The third section includes 23 short analyses of teacher resource materials, most of which provide practical suggestions and ideas for classroom teachers. (Author/RM)

ED 198 065 SO 013 154
Haley, Frances, Ed.
Ethnic Studies Sampler. The Best of the Title IX Project Materials.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Report No.—ISBN-0-89994-251-2
Pub Date—81
Contract—400-78-0006
Note—418p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($20.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, *Ethnic Studies, Higher Education, Resource Materials, *Social Studies, Teacher Education
Identifiers—Ethnic Heritage Studies Program

This sampler contains selected lessons, activities, and materials produced by ethnic studies projects funded under Title IX of the Elementary and Secondary Education Act. Items were selected for the sampler that would be useful to a variety of target audiences-elementary and secondary classroom teachers, university professors, teacher educators, and community groups. Actual pages from the materials are reproduced. Both materials with a multiethnic approach and those which focused on particular ethnic groups are included. Section I provides classroom activities and materials for use at the elementary, middle school, and secondary levels. Materials in this section are ready for use in classrooms. A few examples follow. "My Origins: Discovering and Recording Family History" helps students develop a sense of identity through looking at the origins of their ancestors and making a family tree. "The Native American Experience" focuses on teaching students in social studies courses about the American Indian. "The Asian Indians in America" is designed to teach students more about the culture, clothing, and experiences of Asian Indians. The second part of the sampler contains assessment and curriculum design materials. Assessment instruments for examining the school climate, teacher behavior, and classroom materials are included. In addition, several projects developed resources for use by educators in implementing effective multiethnic education programs. The third section contains teacher training materials. In this section, one reading offers a thorough explanation of how a teacher training institution can modify its curriculum to ensure that prospective teachers understand and can implement multicultural education. Another sampler resource in this section is an outline of a teacher training course from a handbook designed specifically for school personnel who would be working with Indo-Chinese students. (Author/RM)

ED 199 144 SO 013 200
Stelzer, Leigh Banthin, Joanna
Teachers Have Rights, Too. What Educators Should Know About School Law.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—Department of Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-0-86552-075-5; ISBN-0-89994-249-0
Pub Date—80
Contract—400-78-0006; 400-78-0007
Note—176p.
Available from—Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($7.95).
Pub Type— Opinion Papers (120) — Books (010) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Academic Freedom, Discipline, *Educational Legislation, Elementary Secondary Education, Freedom of Speech, Life Style, Malpractice, Reduction in Force, *School Law, Teacher Dismissal, Tenure
Identifiers—*Teacher Rights

This book addresses the law-related concerns of school teachers. Much of the data on which the book is based was collected during a four year study, conducted by the American Bar Association with the support of the Ford Foundation. Court cases are cited. Chapter one examines "Tenure." Since tenure gives teachers the right to their jobs, tenured teachers cannot be dismissed without due process of law or without cause. They are entitled to notice of charges and a fair hearing, with the opportunity to present a defense. The burden is on school authorities to show that there are good and lawful reasons for dismissal. "Reduction In Force (RIF)" is the topic of chapter two. Many school districts are facing declining enrollments and rising costs for diminished services. RIF begins with a decision that a school district has too many teachers. Laws vary from state to state. Discussed are: What requirements must be met for RIF to be declared? Who can be RIFed?; What procedures must be followed? Do RIFed personnel have reinstatement rights? Chapter three deals with "Negligence." Negligence is the failure to anticipate unreasonable risk and guard against the consequences. In general, teachers are unlikely to be held responsible for students' injuries. Normal considerations of negligence and liability protect the responsible teacher. Chapters four through eight treat the topics of "Malpractice and Defamation," "Discipline," "Academic Freedom," "Freedom of Speech and Association," and "Life-Style Choices." Two areas not examined are unionization and some of the emerging issues in the legislative arena such as teacher accountability and teacher competency. The book concludes with a list of related resources in the ERIC system. (Author/RM)

ED 201 558 SO 013 304
Morrissett, Irving, Ed. Williams, Ann M., Ed.
Social/Political Education in Three Countries: Britain, West Germany, and the United States.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-0-89994-253-9
Pub Date—81
Contract—400-78-0006
Note—332p.; Papers presented at a conference titled "International Perspectives on Social/Political Education" at University of Surrey (Guildford, England, July 1980).
Available from—SSEC Publications, 855 Broadway, Boulder, CO 80302 ($14.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Citizenship Education, *Comparative Education, Curriculum Design, Educational Objectives, Educational Practices, *Educational Trends, Elementary Secondary Education, *Political Socialization, *Social Studies, State of the Art Reviews
Identifiers—Great Britain, Political Education, United States, West Germany

Fifteen articles (and four synthesis chapters) compare and contrast objectives, practices, and problems of social/political education in the United States, Great Britain, and West Germany. Social/political education is interpreted to include that area of pre-university teaching referred to in the United States most often as social studies or social science education; in England as social science or social studies; and in Germany as political education. An overview, intended to give the reader a synoptic view of the volume, preceeds articles which are presented in four major topical categories. The first section is concerned with the content and theories that underlie social/political education. The second section deals with what is known about the psychological and social makeup of students and with how students learn. The third section describes knowledge and practices related to curriculum development. The final section describes theories of, and knowledge about, how schools are related to society and to social justice. Major themes which run through the chapters are identified in the introductory overview and in the three concluding synthesis chapters. Themes include the extent to which schools are, and should be, institutions for socializing students; the dilemma over whether the major objective of social/political education should be to make students aware of prevailing knowledge, values, and modes of thought in society or to teach students to become responsible adult political activists who work to change and improve society; whether the curriculum should be discipline/subject-oriented or interdisciplinary/problem-centered; and the difficulties faced by educators as a result of the disappearance of authoritative guides to what knowledge is true and what knowledge is most important. A directory of contributors and their affiliations is included. (Author/DB)

ED 201 591 SO 013 356
Stockhaus, Stuart, Ed.
Essential Social Studies Skills for Senior High Students.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—Minnesota Council on Quality Education, St. Paul.; National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-0-89994-262-8
Pub Date—81
Contract—400-78-0006
Note—327p.; Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to small and fading print throughout original document.
Available from—SSEC Publications, 855 Broadway, Boulder, CO 80302 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Educational Objectives, Educational Practices, Evaluation, Lesson Plans, *Process Education, Secondary Education, *Skill Development, *Social Studies, Testing
Identifiers—*Social Studies Curriculum

A project is described which identifies essential social studies skills and presents information to high school classroom teachers on how to inculcate skills in students. Four major categories of skills are discussed-locating information, evaluating information, using time and place concepts, and analyzing social problems. Specific project goals were to define essential social studies skills for senior high students, create a test item bank which could be used to create skills tests for diagnosis and post-instructional analysis, and to create skill lesson models which could be used for student remediation and/or

enrichment. The document is presented in five major chapters. In chapter one, the project rationale and goals are presented. In chapter two, information is offered on the essential skills. Chapter three focuses on the essential learner outcomes in social studies process objectives which were developed by the Minnesota Department of Education. Chapter four presents a test item bank which includes test questions relating to each of the essential skill categories. Chapter five, the bulk of the document, presents 125 lessons relating to the skill areas. For each lesson, information is presented on objectives, background information, directions, and special instructions on activities such as using the dictionary, using the telephone book, reading and interpreting charts, and finding percentages. Students are involved in a variety of activities, including determining bias in selections from social studies textbooks, discussing issues in class, using primary sources, using chronology and time lines, drawing inferences from maps, identifying value statements, and identifying consequences of actions. (DB)

ED 209 125 SO 013 647

Johnson, Jacquelyn Benegar, John

Global Issues in the Intermediate Classroom, Grades 5-8.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89994-265-2

Pub Date—81

Contract—400-78-0006

Note—150p.; Some handouts may not reproduce clearly from EDRS in paper copy or microfiche.

Available from—Social Science Education Consortium, Inc., SSEC Publications, 855 Broadway, Boulder, CO 80302 ($8.95).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cross Cultural Studies, *Cultural Awareness, *Global Approach, Intermediate Grades, Junior High Schools, Learning Activities, Social Studies, Teacher Developed Materials, World Affairs, World Problems

This publication contains teacher developed activities for teaching about global issues in grades 5-8. The self-contained activities are organized into three major parts. Part I, "Global Awareness," introduces students to the concept of global education. Students are made aware of the nature of the world and the part they play in it as inhabitants of the planet. For example, the activity, "Global Connections," involves students in interacting with one another to discover how their class is connected to the rest of the world. Using a bingo game format, students look for classmates who fit appropriate squares on their game sheets. Each square represents a certain kind of "global connection." Through the activities in Part II, "Global Interdependence," students learn that they are connected to other people and countries in countless ways and that these links exist across cultures as well as time and distance. In the "Peanut Butter Crunch" activity, students examine the effects of the drought of 1980 on the manufacturing of peanut butter. Because of the drought and the lifting of the peanut import quota, the United States began to import peanuts from China, India, and Argentina. In other activities, students examine the relationship between the United States and oil exporting nations, variations in the price of gasoline, and multinational corporations. Part III contains activities designed to teach cross cultural understanding. Students analyze the news for violations of human rights and examine the McDonald's fast food restaurant chain as a worldwide phenomenon. Related resources in the ERIC system are cited. (Author/RM)

ED 210 234 SO 013 750

Singleton, Laurel R., Ed.

Data Book of Social Studies Materials and Resources, Volume 7.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89994-264-4

Pub Date—82

Contract—400-78-0006

Note—177p.; For a related document, see ED 196 790.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Content Analysis, Elementary Secondary Education, *Instructional Materials, Media Selection, Nonprint Media, Resource Materials, *Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

This publication contains analyses of elementary and secondary social studies textbooks, supplementary classroom materials, and teacher resource materials. The purpose of the publication is to provide analyses of curriculum materials which will allow K-12 school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, schools, and community. The kind of information provided in each analysis includes purpose, intended users and uses, content, and teaching methods. Some evaluative information is also included. The analyses of curriculum materials are divided into sections by grade level. The first major section of the book describes elementary textbooks and multimedia or supplementary materials. The second major section of the book is devoted to the secondary (7-12) curriculum. Textbooks are analyzed along with filmstrips and other supplementary materials. The third section includes short analyses of teacher resource materials, most of which provide practical suggestions and ideas for classroom teachers. The fourth section contains abstracts of ERIC documents. There are several indexes to the publication–author/editor/developer, grade level, publisher, and subject area. The publication concludes with a list of publishers' addresses. (Author/RM)

SP

ED 200 516 SP 017 366

Gliessman, David H.

Learning How to Teach: Processes, Effects, and Criteria.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—35p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Concept Formation, Feedback, Higher Education, Inservice Teacher Education, *Learning Processes, *Observational Learning, Preservice Teacher Education, Role Models, Skill Development, Teacher Behavior, *Teacher Education, Teacher Effectiveness, *Teaching Methods, *Teaching Skills

Teaching skills can be acquired or modified through various processes, including observation, concept acquisition, practice, and feedback. However, evidence does not indicate that combining these processes into a single training methodology provides any advantage for teacher trainees. Teaching also may be influenced by providing information about teaching skills, inducing cognitive conflict, and arranging for selective reinforcement. Although teaching skills may have been acquired or modified, their use cannot be assumed. The complexity of a skill, its acceptance philosophically, its utility in terms of student learning, and the supervisory support that it receives all influence the extent to which a teaching skill is adopted and used. To extend and refine the knowledge about these processes will require a refining of criteria to include both qualitative standards and more complex definitions of teaching skills. (Author/JD)

ED 200 517 SP 017 369

Miles, William R., Ed.

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—73p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, Cognitive Processes, *Cognitive Style, Counseling Services, Creative Thinking, Curriculum Design, Elementary Secondary Education, Equal Education, Mathematics Anxiety, Social Attitudes, Student Behavior, *Student Characteristics, *Talent Development, *Talent Identification, Teacher Education

The papers presented in this monograph address a number of concerns in developing a pedagogical approach for gifted and talented children. In the first paper, it is noted that routine intelligence tests cannot be relied upon to identify the gifted, and that a more stringent case study approach should be adopted to take into account the particular gifts and talents that students may have. In the second paper, educators are encouraged to recognize the inherently complex problem of developing a curriculum adapted to the unique cognitive styles of gifted children. The third paper explores the problem of math avoidance on the part of gifted girls. Research on a counseling program to meet the particular needs of gifted children is described in the fourth paper. The fifth paper deals with building an agenda for gifted programs that is based on a recognition of the psychosocial needs and cognitive abilities of talented students. (JD)

ED 200 518 SP 017 371

Harootunian, Berj Yarger, Gwen P.

Teachers' Conceptions of Their Own Success. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—28p.

Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($3.50).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Need, Classroom Environment, Humor, Instructional Materials, Psychological Needs, Self Actualization, *Self Evaluation (Individuals), Student Teacher Relationship, *Success, *Teacher Attitudes, Teacher Characteristics, Teacher Education, *Teacher Effectiveness, Teacher Response

This report explores the question of what constitutes success in teaching from the perspective of the teacher. A survey of elementary and secondary teachers was conducted using both questionnaires and interviews. Responses were classified as cognitive, affective, or other. Responses were judged cognitive when pupil learning was indicated as a sign of successful teaching. An affective rating was used when responses indicated a positive attitude or feeling that occurred within the classroom. The affective category yielded the highest number of responses across all grade levels. Regardless of teaching level, most teachers defined their success in terms of their pupils' behaviors rather than themselves or other criteria. It was clear from the interviews that teachers defined success in the classroom from a unique perspective that research has yet to explore. It is proposed that, by paying more attention to the needs of preservice and inservice teachers for success, teacher education programs might provide models of teacher behavior in the classroom that evoke positive student response. (JD)

ED 200 519 SP 017 372
Felder, B. Dell And Others
Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—38p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($3.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Competency Based Teacher Education, Evaluation Criteria, Evaluation Methods, Evaluation Needs, Graduate Surveys, Higher Education, *Program Development, *Program Effectiveness, *Program Evaluation, Schools of Education, *Teacher Education Programs
Identifiers—University of Houston TX
The experience of the University of Houston in evaluating its teacher education program and in conducting followup studies of its graduates is recounted. A description is given of the problems encountered in planning, developing, and implementing a competency based program, and the subsequent evaluation procedures used to validate the program. The gradual evolution of a methodology for conducting follow-up studies is described, and insights gleaned from two successful follow-up studies are discussed. Suggestions are offered for determining the salient points upon which program evaluation should be based. The appendixes include a list of the twelve characteristics of Houston's competency based teacher education program, and the sixteen generic teaching competencies adopted for the program. (JD)

ED 200 520 SP 017 373
Goss, Sandra Schweighart Ingersoll, Gary M.
Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Indiana Univ., Bloomington. School of Education.; National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—63p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Behavior Modification, *Behavior Problems, Class Organization, *Classroom Techniques, *Discipline, Elementary Secondary Education, Positive Reinforcement, *Student Behavior, Teacher Behavior, *Teacher Effectiveness, Teaching Methods
In this collection of annotated references on the subject of classroom management, preference was given to primary research studies or articles about such research, and, with the exception of a few fundamental articles, is limited to studies published in the last decade. Classroom management is defined as the maintenance of on-task behavior or the discouragement of off-task behavior in the normal classroom. A brief presentation is given of commonalities that emerged in reviewing these references. The following generalities about effective classroom management appeared: (1) smooth transitions from one activity to another; (2) establishment of routine daily tasks; (3) adherence to fair and reasonable rules; (4) clearly stated behavioral expectations; (5) effective monitoring of student behavior; (6) timely and appropriate reaction to disruptions; (7) routines, rules, and procedures established in the first weeks of school; and (8) authoritative, firm control paired with warmth and genuine concern for the well-being of the students. This bibliography is divided into sections on Conceptual and Organizational Studies, Research Studies, and Summaries of Research. (JD)

ED 200 521 SP 017 374
Rhea, Harold C.
Nutrition Education: Selected Resources. Bibliographies.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—56p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Athletes, Consumer Education, *Dietetics, Eating Habits, *Health Education, *Instructional Materials, *Nutrition Instruction, Obesity, *Physical Health, *Resource Materials
Intended chiefly for nutrition instructors in elementary, secondary, and college classes, this bibliography can supplement the reading lists of other nutrition fields, such as food science and diet therapy. Separate sections of the document are devoted to books, documents and journal articles culled from the ERIC data base, films, multimedia programs, organizations, and miscellaneous resources. Entries have been selected on the basis of their connection to nutrition education in general, and their appeal, ease of use, and recent publication date. The areas covered within the field of nutrition range from athletes' diets to weight control. Special attention is given to nutrition education programs that cover physical development in all ages, particularly school-age children. (Author/JD)

ED 200 522 SP 017 376
Sparks, Dennis Hammond, Janice
Managing Teacher Stress and Burnout.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—49p.
Available from—AAHPERD Publications, P.O. Box 870, Lanham, MD 20801 (No. 245-26878, $4.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Anxiety, Conflict Resolution, *Coping, Interpersonal Relationship, Life Style, *Physical Health, *Recreational Activities, *Relaxation Training, Role Conflict, Self Concept, *Stress Variables, Teacher Alienation, Teacher Behavior, *Teacher Burnout, *Teacher Morale, Teaching Conditions
This monograph offers a practical guide for identifying and managing those stressors that are in the specific domain of the individual–exercise, diet, sleep, interpersonal relations, time and conflict management, and relaxation. The first section covers stress theory; methods to identify and clarify stressors; restoration of a balanced perspective through examining job-related successes, satisfactions, and strengths; and consideration of blocks that often prevent people from integrating stress management techniques into their life styles. In the second section, specific techniques for managing stress are presented. The final section reviews the management techniques and suggestions discussed in previous sections. (JD)

ED 201 596 SP 017 367
Miel, Alice
Projected Trends in Education in the 1980s.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—151p.; For related document, see ED 185 660.
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Curriculum Development, *Educational Assessment, Educational Environment, Educationally Disadvantaged, *Educational Needs, *Educational Objectives, *Educational Trends, Elementary Secondary Education, Federal Government, *Futures (of Society), Government Role, *Public Education, Public Policy, Relevance (Education), School Personnel, Teacher Education
This monograph presents a digest and brief analysis of a 700-page congressional committee print entitled "Needs of Elementary and Secondary Education in the 1980's", issued in January, 1980, by the House Committee on Education and Labor. The major ideas of the 54 articles in the committee print are condensed, with additional attention given to the implications for trends in teacher education. The articles are grouped under three headings: the setting for educational decisions in the 1980s; challenges facing the education professions in the 1980s; and recommendations for action at the federal level. The format is a discussion and comparison of major educational themes, with extensive quotes from the articles. Among the challenges cited by the authors are the status of the curriculum, participation in decision making, special education areas, evaluation and research, and professional involvement. The implications for pedagogical education in the 1980s are brought together and analyzed in the last section. The ERIC Resources in Education (RIE) abstracts of the articles are appended. (FG)

ED 201 597 SP 017 370
Priest, Laurie
Teach for Fitness: A Manual for Teaching Fitness Concepts in K-12 Physical Education. Current Issues.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—87p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).
Pub Type— Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cardiovascular System, Curriculum Development, Elementary Secondary Education, *Exercise Physiology, *Health Education, Health Materials, *Learning Activities, Muscular Strength, *Physical Activities, *Physical Education, *Physical Fitness, Weightlifting
This book is designed to aid and to encourage physical education teachers to incorporate the concepts of physical fitness into the physical education curriculum. The activities are written in an outline format using the following headings: (1) concept; (2) activity and/or knowledge level; (3) location (school or home); (4) time needed; (5) objective; (6) materials needed; (7) definition of terms; (8) activity description with discussion topics; (9) expansion of activity; (10) suggested readings; and (11) author's notes. Some activities require a lecture format, but, for the most part, exercise and discussion are combined in the lesson plan. Among the concepts treated are: basic physical fitness awareness; muscular endurance; strength; cardiovascular fitness; and body composition. Charts provide directions, precautions, body areas affected, and alternate exercises for isometric strength and muscular endurance training exercises. Appendices include a sample exercise worksheet to trace student progress, a list of weight training activities, and weight guidelines for strength and muscular endurance training. An annotated bibliography provides suggested resources on physical fitness. (FG)

ED 201 599 SP 017 568
Butler, Michael J., Comp.
Retrenchment in Education: Selected ERIC Resources. Bibliographies.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—47p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).

Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cost Effectiveness, Declining Enrollment, *Educational Administration, *Educational Facilities, *Educational Finance, Financial Problems, *Futures (of Society), *Reduction in Force, Resource Allocation, *Retrenchment, School Closing, School Personnel, Space Utilization, Teacher Education, Use Studies

This bibliography is designed to help teachers and administrators effectively address the problems facing them in a time of financial rigor. The citations have been drawn from material appearing over the past five years in ERIC's Resources in Education (RIE) and Current Index to Journals in Education (CIJE), and they address such topics as reduction in force, alternative uses of school buildings, techniques for solving the issues related to declining enrollments and the closing of schools, and practical ways to save money. The citations are divided into two broad categories, higher education and elementary secondary education. (Author)

ED 202 798 SP 017 368
Dawson, Martha E. And Others
Educational Equity: The Integration of Equity into Preservice Teacher Education Programs.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—71p.
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Equal Education, Ethnic Groups, *Foundations of Education, Higher Education, Individual Differences, *Multicultural Education, *Nondiscriminatory Education, *Preservice Teacher Education, Program Development, Teaching Methods, Womens Education

This volume of papers, written by professors of education, an administrator, and a clinical psychologist, illustrate how the concept of equity can be woven into the professional components of teacher education. In "A Matter of Linkage: Multicultural Education and Educational Equity," Martha E. Dawson maintains that multicultural education is an educational conglomerate with links to a number of equity issues. Patricia Bidol, in "A Preservice Model for Multicultural Education" and "Preservice Student Teaching Model for Multicultural Education," describes six phases for developing and testing a preservice model for multicultural education. Eugene F. Provenzo, Jr., lists brief statements and suggested lecture topics in educational equity for introductory education courses in his article, "Educational Equity and the Social Foundations of Education." "Cultural Diversity, Psychology, and Learning," by Roger L. Collins, acquaints the reader with some of the concepts of educational equity that relate to the study of educational psychology. Consuelo Nieto's article, "Multiculturalism and the Methodology of Teaching," outlines the general processes and content that can be adapted to any teacher preparation program that is incorporating multicultural and equity concepts into its curriculum. Brief bibliographies for further reading are appended to each paper. A section defining terminology related to multicultural education is included. (CJ)

ED 204 258 SP 017 375
Schwanke, Dean, Comp.
Teacher Stress: Selected ERIC Resources.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—81p.; Best copy available.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Anxiety, Coping, Decision Making, Educational Environment, Faculty Mobility, *Job Satisfaction, *Negative Attitudes, Personality Traits, Physical Fitness, Relaxation Training, *Stress Variables, Teacher Administrator Relationship, *Teacher Alienation, *Teacher Burnout, *Teacher Morale, Teacher Persistence

This annotated bibliography lists journal articles and research reports on the problem of teacher stress and burnout. The first two sections include citations of general discussions which clarify the distinction between desirable and undesirable stress. The third section lists research and survey reports on teacher morale and job satisfaction. The focus is on teachers' attitudes toward their work, careers, and work environment. The fourth section focuses on teachers' relationships with administrators, school organizational structures, and teacher involvement in decision making. Citations are given of literature dealing with morale building, organizational and administrative models for job satisfaction and stress reduction, and counseling services. The literature identified in the third and fourth sections is divided into two practical perspectives: individual/personal and organizational/administrative. (JD)

ED 206 570 SP 018 202
Boardman, Sharon G., Ed. Butler, Michael J., Ed.
Competency Assessment in Teacher Education: Making It Work. Selected Papers from the Conference on Competency Assessment in Teacher Education: Making It Work (Lexington, KY, November 16-18, 1980). Information Analysis Products.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89333-024-8
Pub Date—Aug 81
Contract—400-78-0017
Note—104p.; Conference jointly sponsored by the American Association of Colleges for Teacher Education, the Kentucky Association of Colleges for Teacher Education in cooperation with Grambling University, the University of Kentucky, and Western Kentucky University.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Standards, Black Teachers, *Competency Based Teacher Education, Educational Legislation, *Educational Trends, Higher Education, *Preservice Teacher Education, Program Evaluation, Schools of Education, *State Standards, *Teacher Education Programs

The significance of competency assessment for schools of education is explored with emphasis on developments at the state level and in specific teacher education programs. Multidimensional quality indicators of teacher preparation programs are suggested in the first paper. Other papers present an overview of state legislative reactions to competency assessment and case studies of developments in Oklahoma, Georgia, Louisiana, and Florida. Competency assessment and testing procedures at Xavier University (Louisiana), the National College of Education (Illinois), and Northern Kentucky University are reviewed in separate essays. In a paper on the implications of competency assessment for historically black colleges and minority students, positive and cautious points are made, and steps for pursuing excellence in minority teacher education are noted. The final article is a futuristic view for assessing competence in teaching in the 1980s written for an imaginary 1990 teacher education journal. In a "futuristic review" of the developments in the 1980s, the 1989 "author" concludes that teachers gained control of their own competency assessment and professional development in the 1980s. (FG)

ED 209 230 SP 019 085
Houston, W. Robert
Using Information From ERIC to Solve Educational Problems. A Resource Module for Teacher Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Note—274p.
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Educational Resources, Educational Technology, Higher Education, Individualized Instruction, *Information Centers, Information Dissemination, Information Retrieval, *Information Seeking, *Instructional Materials, Learning Modules, *Teacher Education
Identifiers—*ERIC

This module is designed to assist teacher educators, prospective teachers, and practitioners to become more familiar with the Educational Resources Information Center (ERIC). It is oriented toward the solution of educational problems and demonstrates how to use ERIC for this purpose. It consists of both an instructor-directed learning unit and an independent learning unit, which provides the student with an opportunity to work on a particular problem using ERIC resources. Part I, the Instructor Guide, contains descriptions of information available in three ERIC publications: Resources in Education (RIE), Current Index to Journals in Education (CIJE), and the Thesaurus of ERIC Descriptors. A step-by-step description is given of how to conduct an ERIC manual search and of how to work with an information specialist to complete an ERIC computer search. The unit is designed so that information may be presented via transparencies and group lecture methods. Complementing this unit are a script for transparency presentation, two participant tests, and a simulation exercise. Part II, the Instructor-directed Learning Unit, contains masters which may be duplicated for participant use. These include a participant guide called "Securing Information Through ERIC", participant tests and unit evaluation forms, and masters from which transparencies may be made. Part III is an Independent Learning Unit which may be used through a self-instructional, individualized approach. Included are masters for the participant guide of the Independent Learning Unit and a participant evaluation form. The fourth part of the module contains information on directories of ERIC search services, bibliographies, and other resources. (JD)

TM

ED 191 879 TM 800 502
Fortna, Richard O.
Annotated Bibliography of the Graduate Record Examinations.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 80
Note—77p.
Available from—GRE Publications, Educational Testing Service, Princeton, NJ 08541 (Free).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement Tests, Annotated Bibliographies, Aptitude Tests, *College Entrance Examinations, Research Reports
Identifiers—*Graduate Record Examinations

The Graduate Record Examinations (GRE) bibliography provides an exhaustive list of references to studies adding to the understanding of the development, nature, and use of the test, and is divided into two sections: (1) the first section lists 125 annotated citations that contain research studies on the GRE; (2) the second section lists reviews and commentaries on the GRE. The bibliography covers the period from January 1968 to approximately July, 1978, and was compiled from computer searches of 10 data bases: ABI Inform, AIM/ARM, Dissertation Abstracts International, ERIC, Exceptional Child Abstracts, the National Technical Information Service, Psychological Abstracts, the Smithsonian Scientific Information Exchange, Social Science Citation Index, and Sociological Abstracts. Only documents or titles that are readily available are included, and price and ordering information is appended to aid potential GRE users, researchers, and measurement specialists. (Author/RL)

ED 193 287 TM 800 602
Hunt, Barbara, Comp.
Research and Evaluation Studies from Large School Systems 1979.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 80
Contract—400-78-0003
Note—67p.; For related documents see ED 142 584, ED 166 262, ED 182 350
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (free)
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Annotated Bibliographies, *Educational Assessment, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Foreign Countries, Program Effectiveness, *Program Evaluation, *Public Schools, *Research Projects, *School Districts
Identifiers—Canada, United States
The overview of the research and evaluation activities sponsored or conducted by the larger school systems in the United States and Canada provides references to studies in areas of concern to educators today. As an index to research and evaluation efforts, this annotated bibliography will facilitate the exchange of information by local school systems. The 216-item bibliogrsphy is based on a search of the material announced in Resources in Education (RIE) and Current Index to Journals in Education (CIJE) from January to December 1979. The citations are arranged in numerical order by ED (RIE) and EJ (CIJE) accession numbers. Each entry provides the following information: ERIC accession number (ED or EJ plus six digits), author, title, source, date of publication, and brief abstract of the material. Subject, author, and institution indexes appear at the end of the bibliography. The institution index includes the full address of each school district and the name and telephone number of a contact person. ERIC documents, material cited with ED accession numbers, may be purchased in paper copy or in microfiche from the ERIC Document Reproduction Service (EDRS). An EDRS order form follows the indexes at the back of the book. (Author)

ED 196 938 TM 810 055
Epstein, Ira
Measuring Attitudes Toward Reading. ERIC/TM Report 73.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Nov 80
Contract—400-78-0003
Note—145p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($9.50 each).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Attitude Measures, *Evaluation Criteria, Interviews, *Measurement Techniques, Observation, Rating Scales, *Reading Attitudes, Self Evaluation (Individuals), Semantic Differential, *Student Evaluation, Test Reliability, Test Selection, Test Validity
Identifiers—Guttman Scales, Likert Scales
A reading program's effectiveness can be assessed by investigating skills improvement together with attitude improvement. Frequently, teachers make questionable assumptions about student reading attitudes. To provide educators with a more accurate picture of students' expressed feelings, students' attitudes toward reading should be measured with formal assessment techniques. After reviewing the nature of reading attitudes, various attitude measurement techniques are described, such as Likert scales, the Guttman cumulation technique, the semantic differential, interviews, and observation rating scales. A source book of 14 reading attitude instruments is appended. (Author)

ED 198 152 TM 810 075
Taylor, Hugh
Contract Grading.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-75
Pub Date—Nov 80
Contract—400-78-0003
Note—75p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($7.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Secondary Education, *Grading, Higher Education, Literature Reviews, *Performance Contracts
In a contract grading system, the instructor defines the performance required for each grade, the student defines the performance level to which he or she will work, and signs a contract in which the instructor is committed to awarding this predetermined grade if the student attains the appropriate performance level. This paper is based on a review of the literature on contract grading. Its purpose is to provide information for instructors who are considering adopting the grade contract system and for others who wish to improve their grading procedures or conduct research using the method. The philosophical and psychological foundations of contract grading are discussed, and its advantages and disadvantages are reviewed. An annotated bibliography of more than 150 articles is appended. (GK)

ED 198 153 TM 810 077
Aguirre, Adalberto
Intelligence Testing, Education, and Chicanos: An Essay in Social Inequality.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ERIC-TM-76
Pub Date—Dec 80
Contract—400-78-0003
Note—62p.
Available from—ERIC/TM, Educational Testing Service, Princeton, NJ 08541 ($5.50 each).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Discrimination, Equal Education, *Intelligence Tests, *Mexican Americans, *Nature Nurture Controversy, Socioeconomic Influences, *Test Bias
Chicanos have been limited in their educational opportunities, as evidenced by their underrepresentation in occupations and professions requiring extended education. It is proposed that intelligence testing is one part of an educational ideology that ascribes the Chicano's unequal educational existence to the group's inability to function competently within the Anglo-American institutional environment. This paper discusses intelligence testing as an educational activity, its implicit assumptions, and the educational and social policy implications of intelligence testing for Chicanos. The hereditarian and environmentalist positions are described. The hereditarian position places greater responsibility on the person for his level of inequality, whereas, the environmentalist position employs the aggregation of personal inequality by social group to support structured levels of social inequality. The simple observation that intelligence test scores and performance in school and at work are closely associated has too often prompted intelligence test experts to conclude that the benefits of education and occupation are distributed on the basis of intelligence. On the contrary, it has been demonstrated that one's socioeconomic origin has a closer association with economic and occupational success than level of intelligence. (Author/RL)

ED 198 154 TM 810 078
Horne, Marcia D.
How Attitudes are Measured: A Review of Investigations of Professional, Peer, and Parent Attitudes Toward the Handicapped.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ERIC-TM-78
Pub Date—Dec 80
Contract—400-78-0003
Note—66p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($5.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Attitude Measures, *Disabilities, Elementary Secondary Education, *Measurement Techniques, *Parent Attitudes, *Student Attitudes, *Teacher Attitudes
An examination of attitudinal investigations which will be helpful and practical for both researchers and practitioners interested in attitudinal research dealing with handicapped students is provided. The measurement techniques which have been used to study professional, peer and parent attitudes are the primary focus of address with fairly brief attention being given to the findings. Sections outline the following methods used in data collection: (1) attitude scales including Likert-type, equal-appearing interval, and Guttman; (2) rank-order scales and items including picture ranking procedures; (3) Q-sorts; (4) paired comparisons; (5) semantic differential technique; (6) adjective checklists; (7) sociometric procedures; (8) interviews; (9) observations of behavior; (10) projective methods; (11) some special techniques and measures including physiological reactions and the "Bogus Pipeline," and mainstreaming questionnaires; and (12) some commonly used instruments including Attitude Toward Blindness Scale, Attitude Toward Disabled Persons Scale, Attitude Toward Handicapped Individuals Scale, Mental Retardation Attitude Inventory, Minnesota Teacher Attitude Inventory Revised, Parental Attitude Research Instrument, Rucker-Gable Educational Programming Scale, and Workshop Evaluation Inventory. (RL)

ED 198 163 TM 810 127
Implications for Minority Groups of the Movement Toward Minimum-Competency Testing. A Symposium presented at the 1979 Annual Meeting of the National Council on Measurement in Education.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 79
Contract—400-78-0003
Note—27p.; Each paper included is available through ERIC as follows: ED 178 616, ED 178 615, ED 178 617, and ED 178 618.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($2.50 each).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Discrimination, *Educational Opportunities, *Educational Policy, Elementary Secondary Education, *Minimum Competency Testing, *Minority Groups
Proceedings of the symposium on Implications for Minority Groups of the Movement Toward Minimum-Competency Testing (MCT) include the following papers: (1) "Implications of Minimum-Competency Testing for Minority Students" by A. Graham Down, who asserts that MCT offers more hope than any development in public school policy since 1954 for realizing the educational aspirations of minority students and parents; (2) "Do Minorities Embrace the Concept of Minimum Competency?" by Ronald H. Lewis, who answers in the affirmative and suggests that a system of competency-based education is needed, not merely MCT; (3) "Minimum-Competency Programs, Protected Classes, and Federal Agencies" by M. Hayes Mizell who discusses two examples of federal agencies which administer laws fundamental to the protection and advancement of the educa-

tional interests of minority children; (4) "Minimum-Competency Testing: The Newest Obstruction to the Education of Black and Other Disadvantaged Americans" by Hugh J. Scott who insists that the conceptual deficiencies of MCT as well as the potential negative consequences it may engender are sufficient reasons for broad opposition within the educational profession; and (5) "Reflections on the Issues and a Proposal for Dealing with Them" by Robert A. Feldmesser, organizer of the symposium. (RL)

ED 198 183 TM 810 203
De Lisi, Richard
Intelligence, Intelligence Testing, and School Practices. Revised Edition.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-74
Pub Date—Dec 80
Contract—400-78-0003
Note—48p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($4.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ability Grouping, *Educational Practices, Elementary Secondary Education, *Intelligence, *Intelligence Quotient, *Intelligence Tests, Psychological Evaluation, Scores, Test Bias, Test Format, *Testing, Test Interpretation, Test Results, Test Validity, Track System (Education)
Identifiers—*Binet Simon Intelligence Scale
A review of the basic information on intelligence testing as a schooling practice is presented, including a discussion of what intelligence is and three psychological approaches to studying intelligence (psychometric, behavioristic, and developmental). All intelligence tests derived from the psychometric approach are standardized and norm-referenced. Some properties that tests do not have in common and which result in different types of intelligence tests include: (1) individually administered tests; (2) group-administered tests; (3) global versus specialized measures; and (4) measures of ability versus achievement. The distinction between aptitude and achievement is a source of controversy in the field of educational measurement that is far from being resolved. In terms of schooling practices, the inability to distinguish between the ability and achievement components of intelligence test performance is important to recognize. A "below average" score on an intelligence test may reflect a lack of opportunity for a child to learn what is required on the test, or it may reflect a slow rate of picking up information from the environment due to learning difficulties of the child. The former problem is one of achievement; the latter is one of ability. (RL)

ED 204 418 TM 810 595
Bernal, Ernest M.
Methods of Identifying Gifted Minority Students.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ERIC-TM-72
Pub Date—Sep 80
Contract—400-78-0003
Note—33p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($4.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ability Identification, *Academically Gifted, Definitions, Elementary Secondary Education, *Minority Groups, *Talent Identification
Several definitions of giftedness have been used to identify culturally different gifted children. Traditional notions of giftedness have focused on high degrees of intellectual ability, special talent, or innate ability in a particular area. A more liberal definition would include any children identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. Culture-based definitions of giftedness account for a diversity of patterns of intellectual ability and culturally unique learning styles. Likewise, a variety of approaches have been used to identify gifted students. These include group and individually administered intelligence tests, aptitude tests, and achievement tests; culture-based tests of cognitive ability; tests of creativity; various types of nominations and related techniques; checklists and behavioral inventories; interviews, self-reports, and case histories; examination of a student's products; Piagetian tests; and language proficiency tests. These approaches are discussed in terms of their inherent advantages and disadvantages and their utility for identifying minority students. (Author/GK)

UD

ED 193 411 UD 021 119
Chun, Ki-Taek
The Myth of Asian American Success and Its Educational Ramifications.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Spons Agency—ERIC Clearinghouse on Urban Education, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.
Pub Date—80
Contract—400-77-0071
Note—13p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($1.00).
Journal Cit—IRCD Bulletin; v15 n1-2 Winter-Spring 1980
Pub Type— Information Analyses (070) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acculturation, *Asian Americans, *Ethnic Stereotypes, Literature Reviews, Minority Groups, Occupational Mobility, Social Science Research, *Socioeconomic Status, *Success
There is a widely shared belief that Asian Americans have overcome the bondage of racial discrimination to become a successful model minority. In this essay, the empirical basis of this success contention is examined against its historical background and the remifications of the belief are explored. First, the ascendance of the Asian American success theme in the late 1960s is traced. The portrayal of Asian Americans as a hardworking, successful group is contrasted to popular racist beliefs held about blacks. Second, recent research on Asian Americans is examined. It is argued that available evidence does not warrant the image of this group's success because typical indicators of success, such as education and income, have not been properly adjusted for extraneous factors. Finally, several consequences of the success myth are identified. It is held that: (1) Asian Americans, particularly the young people, resent the success contention as a device of political exploitation; (2) a pattern of occupational segregation for Asian Americans limits occupational aspiration and choices of Asian American youth; and (3) Asian Americans experience a sense of lost identity and attribute this feeling to the pressures of assimilation and to their ancestors' concern for survival. (Author/GC)

ED 202 948 UD 021 442
Bornstein, Rita
Title IX Compliance and Sex Equity: Definitions, Distinctions, Costs, and Benefits. ERIC/CUE Urban Diversity Series, Number 73, March 1981.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 81
Contract—400-77-0071
Note—29p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Change Strategies, *Compliance (Legal), Cost Effectiveness, Educational Benefits, *Educational Legislation, Elementary Secondary Education, *Equal Education, *Justice, *Outcomes of Education, School Districts, Sex Bias, *Sex Discrimination, Vocational Education
Identifiers—*Title IX Education Amendments 1972
Despite the currency of "equity" as a general objective among technical assistance personnel and feminist groups, little serious attention has been given to developing consensus on definition, rationale, and methodology. Rather, attention has been on the promotion of full compliance with Title IX, in itself a major thrust toward equity. School district compliance efforts are strengthened, however, if the goal becomes educational equity instead of the retention of Federal money. This paper attempts to define educational sex equity and to provide a rationale for full equity in terms of outcomes for students and benefits for school districts. It seeks to clarify the relationship of compliance to equity, and to provide a method of analyzing the short and long term costs and benefits for students and schools of both minimal and maximal equity responses. In addition, it presents some implications for action based on the goals of full equity. It is argued that failure to establish full equity as a goal is in the long run severely dysfunctional for students and schools, is costly in both financial and human terms, and creates disjuncture between the schools and society. It is thus held that while maximal equity responses to Title IX may appear radical now, they are essentially practical and cost effective when viewed from a long range perspective. (Author/GC)

ED 209 407 UD 021 800
Compact Guides to Information on Urban and Minority Education, Volume I.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Sep 81
Contract—400-77-0071
Note—28p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affirmative Action, Community Organizations, Crime, High Schools, *Information Sources, Instructional Improvement, Land Settlement, *Minority Groups, Refugees, School Closing, School Desegregation, Teacher Burnout, *Urban Culture, *Urban Education
These compact guides examine problems and issues related to various aspects of urban education. Individual topics covered by six fact sheets include school crime and disruption and its relationship to the community, Title IX Regulations, the problem of burnout among teachers and other human services professionals, the characteristics of instructionally effective schools, factors important to the success of school desegregation, and strategies for reforming the large urban high school. Three brief bibliographies address the issues of strategies for community organization (Asian Americans), communities and school closings, and minority groups and the arts. Finally, a directory in the form of an organizational guide covers refugee resettlement and integration. (JCD)

ED 210 403 UD 021 902
ERIC References on Urban and Minority Education. Equal Opportunity Review.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 81
Contract—400-77-0071
Note—29p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (no charge).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Bilingual Education, Educational Opportunities, Elementary Secondary Education, *Equal Education, Ethnic Groups, Higher Education, *Minority Groups, *Multicultural Education, *School Desegregation, *Urban Education
Identifiers—*ERIC
This annotated bibliography is a guide to the literature on urban and minority education cited in the January through December issues of "Resources in

Education." It includes references on such topics as school desegregation and urban life, bilingual and multicultural education, ethnic and racial groups, higher education, and sex equity. The bibliography is arranged by ED (Eric Document) number. An index to the subject(s) of each document appears at the end of the bibliography, and is followed by information about where to read or obtain the cited documents. (Author/JCD)

ED 210 404 UD 021 903

Martinez, Herminio, Ed.

Special Education and the Hispanic Child. Proceedings from the Annual Colloquium on Hispanic Issues (2nd, New York, New York, February 5-6, 1981). ERIC/CUE Urban Diversity Series Number 74, August 1981.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Contract—400-77-0071

Note—69p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Children, *Court Litigation, Cultural Influences, Culture Fair Tests, Educational Diagnosis, Elementary Secondary Education, *Handicap Identification, *Hispanic Americans, Learning Disabilities, Mental Health, Mental Retardation, Needs Assessment, Non English Speaking, Program Development, *Spanish Speaking, *Special Education, Teacher Education

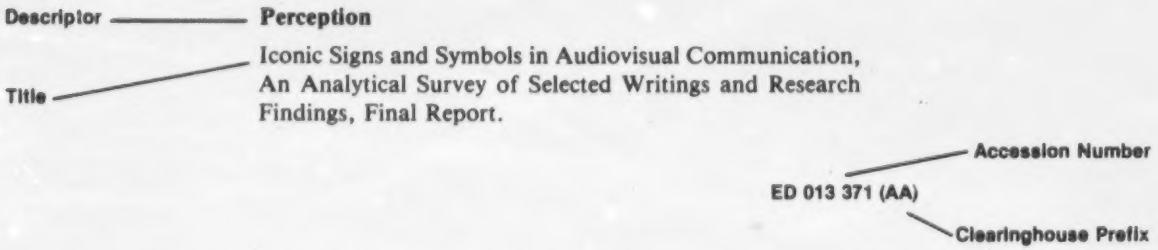
Identifiers—Bilingual Special Education, Dyrcia S v Board of Educ, *Jose P v Ambach, Limited English Speaking, United Cerebral Palsy New York v Board of Educ

This collection of papers examines contemporary issues and problems in bilingual special education. The first paper, by Lizette A. Cantres, discusses Federal and State laws and regulations related to bilingual special education, with respect to litigation in the case of "Jose P." The problems of assessment of bilingual children under a monolinguistic testing system are examined in the second paper, by Rafaela E. Weffer; the author presents a study of twenty Hispanic children and explores issues raised by a review of the literature. A third paper, by Eva M. Gavillan-Torres, examines the processes for diagnosing and serving Hispanic children who are believed to be mentally retarded or to have learning disorders or speech and hearing impairments. In the fourth paper, author Rosa Maria Gil examines the relationship between cultural attitudes toward mental illness and the use of mental health services among groups of Puerto Rican mothers and their elementary school children. The final paper in the collection is by Carmen D. Ortiz and discusses the masters degree program in special education at Bank Street College of Education as a model for standards in teacher training; this paper identifies a variety of special education professionals and defines their functions and required competencies. (Author/JCD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.


Descriptor
Perception
Title
Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.
Accession Number
ED 013 371 (AA)
Clearinghouse Prefix

Ability Identification
Methods of Identifying Gifted Minority Students. ED 204 418 (TM)

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Student Retention Strategies. AAHE-ERIC/-Higher Education Research Report No. 8, 1980. ED 200 118 (HE)

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The Financing of Public Higher Education. AAHE-ERIC/Higher Education Research Report No. 9, 1980. ED 202 447 (HE)
Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1. ED 207 474 (HE)
Serving Ethnic Minorities. Topical Paper 73. ED 203 942 (JC)

Accountability
Days of Reckoning–Days of Opportunity: The 1981 Statesmen's Roundtable. ED 207 317 (EC)

Accreditation (Institutions)
Accreditation: History, Process, and Problems. AAHE-ERIC/Higher Education Research Report No. 6, 1980. ED 198 774 (HE)

Accrediting Agencies
Accreditation: History, Process, and Problems. AAHE-ERIC/Higher Education Research Report No. 6, 1980. ED 198 774 (HE)

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The Myth of Asian American Success and Its Educational Ramifications. ED 193 411 (UD)

Achievement
Selected References on Mathematical Anxiety, Attitudes, and Sex Differences in Achievement and Participation. ED 199 097 (SE)

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Annotated Bibliography of the Graduate Record Examinations. ED 191 879 (TM)

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Appraising Managerial Performance. Junior College Resource Review. ED 197 805 (JC)
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Administration of Mainstreaming. ACSA School Management Digest, Series 1, Number 22. ED 204 834 (EA)
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Adult Students
The Older Foreign Language Learner: A Challenge for Colleges and Universities. Language in Education: Theory and Practice, 34. ED 208 672 (FL)

Adult Vocational Education
Tailoring Vocational Education to Adult Needs. Information Series No. 226.
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Tailoring Vocational Education to Adult Needs. Information Series No. 226.
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Age Groups
A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.
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The Science Program in Small Rural Secondary Schools.
ED 197 913 (RC)

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Resolving Discipline Problems for Indian Students: A Preventative Approach.
ED 197 907 (RC)

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Especially for Teachers: ERIC Documents on the Teaching of Mathematics, 1966-80.
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Research and Evaluation Studies from Large School Systems 1979.
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Teaching French as a Multicultural Language: The French-Speaking World Outside of Europe. Language in Education: Theory and Practice, 39.
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Attitude Measures
How Attitudes are Measured: A Review of investigations of Professional, Peer, and Parent Attitudes Toward the Handicapped.
ED 198 154 (TM)
Measuring Attitudes Toward Reading. ERIC/TM Report 73.
ED 196 938 (TM)

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Selected References on Mathematical Anxiety, Attitudes, and Sex Differences in Achievement and Participation.
ED 199 097 (SE)

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Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.
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The Development of Bilingual and Bicultural Competence in Young Children.
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Bilingualism
Theories and Research on Second Language Acquisition.
ED 198 982 (RC)

Binet Simon Intelligence Scale
Intelligence, Intelligence Testing, and School Practices. Revised Edition.
ED 198 183 (TM)

Biological Sciences
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (SE)

Board Administrator Relationship
Board or Superintendent: Who Manages the Schools? Research Action Brief Number 19.
ED 209 722 (EA)

Board of Education Role
Board or Superintendent: Who Manages the Schools? Research Action Brief Number 19.
ED 209 722 (EA)

Budgeting
School-Based Management. The Best of ERIC on Educational Management, Number 53.
ED 198 618 (EA)

Burnout
Burnout in Counselors and Organizations.
ED 195 924 (CG)

Business Education
Business and Office Education: Review and Synthesis of the Research. 3rd Edition. Information Series No. 232.
ED 205 780 (CE)

Business Skills
Business and Office Education: Review and Synthesis of the Research. 3rd Edition. Information Series No. 232.
ED 205 780 (CE)

Calculators
International Calculator Review: Working Paper on Hand-Held Calculators in Schools.
ED 190 408 (SE)
Programmable Calculators: Implications for the Mathematics Curriculum.
ED 200 436 (SE)

Career Development
Career Education for the Gifted and Talented. Information Series No. 230.
ED 205 778 (CE)
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Hispanics, Engineering, and the Sciences: A Counseling Guide.
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Career Education
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CDA
The Child Development Associate: Resources for CDA Trainers.
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Change Agents
The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.
ED 199 808 (EA)

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ED 199 808 (EA)
University Reform: An International Perspective. AAHE-ERIC/Higher Education Research Report No. 10, 1980.
ED 202 448 (HE)

Child Care Legislation
Parenthood in a Changing Society. Papers from a Symposium at Memphis State University.
ED 196 553 (PS)

Child Caregivers
The Child Development Associate: Resources for CDA Trainers.
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Child Development
Peer Relationship Development in Childhood.
ED 207 668 (PS)

Child Rearing
Parenthood in a Changing Society. Papers from a Symposium at Memphis State University.
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Childhood Attitudes
Development of Children's Racial Awareness and Intergroup Attitudes.
ED 207 675 (PS)

Children
Development of Children's Racial Awareness and Intergroup Attitudes.
ED 207 675 (PS)

Citizenship Education
Social/Political Education in Three Countries: Britain, West Germany, and the United States.
ED 201 558 (SO)

Class Activities
Helping Learners Succeed: Activities for the Foreign Language Classroom. Language in Education: Theory and Practice, No. 36.
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Classroom Communication
Discourse Analysis and Second Language Teaching. Language in Education: Theory and Practice, No. 37.
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Curiosity and Self-Directed Learning: The Role of Motivation in Education.
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Classroom Management and Learning in Elementary Schools.
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Cognitive Ability
Developing Cognitive Skills Through Art.
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The Symbolic Play of Lower-Class and Middle-Class Children: Mixed Messages From the Literature.
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Cognitive Development
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Cognitive Measurement
Developing Cognitive Skills Through Art.
ED 207 674 (PS)

Cognitive Processes
Research Reporting Sections, Annual Meeting of the National Council of Teachers of Mathematics (59th, St. Louis, Missouri, April 22-25, 1981).
ED 196 703 (SE)

Cognitive Style
Helping Learners Succeed: Activities for the Foreign Language Classroom. Language in Education: Theory and Practice, No. 36.
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ED 200 517 (SP)

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Women in Community Colleges. New Directions for Community Colleges, Number 34.
ED 203 929 (JC)

College Planning
Promises and Perils for the 1980s. Junior College Resource Review.
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College Programs
Environmental Education in Action-IV: Case Studies of Teacher Education Programs for Environmental Education.
ED 202 665 (SE)

College Role
The Impossible Dream? Financing Community College's Evolving Mission. "Horizons Issues" Monograph Series.
ED 197 783 (JC)
University Reform: An International Perspective. AAHE-ERIC/Higher Education Research Report No. 10, 1980.
ED 202 448 (HE)

College Students
Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1.
ED 207 474 (HE)
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Indochinese Students in U.S. Schools: A Guide for Administrators. Language in Education: Theory and Practice, No. 42.
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Communication Skills
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Communications in the Open Organization. School Management Digest, Series 1, No. 21.
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Overcoming Communication Barriers: A Cooperative Action Planning Workshop for Parents and Educators of Exceptional Children.
ED 204 934 (EC)

Community Action
Needs Assessmen' in ESL. Language in Education: Theory and Practice, No. 41.
ED 208 679 (FL)

Community Colleges
Adult Basic Education in Community Colleges. Junior College Resource Review.
ED 207 649 (JC)
The Impossible Dream? Financing Community College's Evolving Mission. "Horizons Issues" Monograph Series.
ED 197 783 (JC)
Improving Decision Making.
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Occupational Education Today. New Directions for Community Colleges, Number 33.
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Television in Community and Junior Colleges: An Overview and Guidelines.
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Community Development
Meeting Educational Needs in Rural Communities Confronting Rapid Growth.
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Responding to Community Needs through Community Follow-Up. Junior College Resource Review.
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Comparative Education
Social/Political Education in Three Countries: Britain, West Germany, and the United States.
ED 201 558 (SO)
University Reform: An International Perspective. AAHE-ERIC/Higher Education Research Report No. 10, 1980.
ED 202 448 (HE)

Competency Based Education
An International Review of Minimal Competency Programs in Mathematics.
ED 200 438 (SE)

Competency Based Teacher Education
The Child Development Associate: Resources for CDA Trainers.
ED 202 567 (PS)
Competency Assessment in Teacher Education: Making It Work. Selected Papers from the Conference on Competency Assessment in Teacher Education: Making It Work (Lexington, KY, November 16-18, 1980). Information Analysis Products.
ED 206 570 (SP)
Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.
ED 200 519 (SP)

Compliance (Legal)
Administrators and the Courts. The Best of ERIC on Educational Management, Number 56.
ED 199 810 (EA)
Title IX Compliance and Sex Equity: Definitions, Distinctions, Costs, and Benefits. ERIC/CUE Urban Diversity Series, Number 73, March 1981.
ED 202 948 (UD)

Comprehensive Employment and Training Act
Organizing to Work with CETA. Information Series No. 224.
ED 205 772 (CE)

Compulsory Education
From School To Work: A European Perspective. Information Series No. 229.
ED 205 777 (CE)

Computer Assisted Instruction
Computer Connections for Gifted Children and Youth.
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Computers
Computer Connections for Gifted Children and Youth.
ED 209 889 (EC)

Concept Formation
Learning How to Teach: Processes, Effects, and Criteria.
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Conference Papers
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).
ED 200 400 (SE)

Conflict
Managing Conflict.
ED 209 746 (EA)

Conflict Resolution
Managing Conflict.
ED 209 746 (EA)

Conservation Education
Current Issues VI: The Yearbook of Environmental Education and Environmental Studies. Selected Papers from the Annual Conference of the National Association for Environmental Education (9th).
ED 197 947 (SE)

Consultation Programs
Meeting Educational Needs in Rural Communities Confronting Rapid Growth.
ED 199 002 (RC)

Content Analysis
Data Book of Social Studies Materials and Resources, Volume 6.
ED 196 790 (SO)
Data Book of Social Studies Materials and Resources, Volume 7.
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Contingency Management
Curiosity and Self-Directed Learning: The Role of Motivation in Education.
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Conversation
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ED 208 676 (FL)

Coordination
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ED 205 772 (CE)

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Counseling for Stress Management. Searchlight Plus: Relevant Resources in High Interest Areas, 43+.
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Managing Teacher Stress and Burnout.
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Counseling Effectiveness
Hispanics, Engineering, and the Sciences: A Counseling Guide.
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Helping Clients Manage Stress: A Practical Approach.
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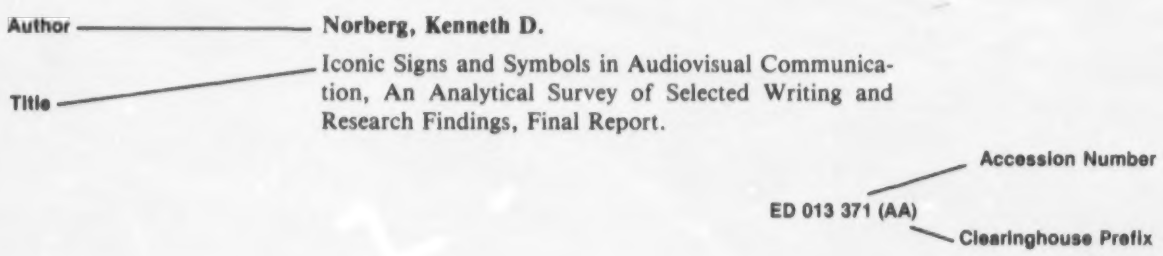
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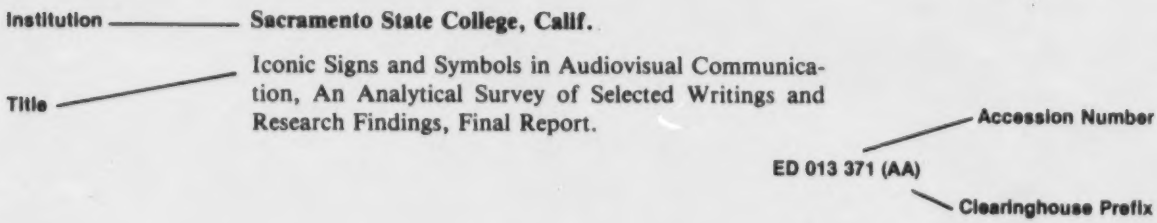
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ERIC Clearinghouse on Urban Education, New York, N.Y.

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Title IX Compliance and Sex Equity: Definitions, Distinctions, Costs, and Benefits. ERIC/CUE Urban Diversity Series, Number 73, March 1981.
ED 202 948 (UD)

Foundation for Educational Administration, Burlingame, Calif.
Communications in the Open Organization. School Management Digest, Series 1, No. 21.
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Graduate Record Examinations Board, Princeton, N.J.
Annotated Bibliography of the Graduate Record Examinations.
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Indiana Univ., Bloomington. School of Education.
Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.
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International Association for the Evaluation of Educational Achievement, Hamburg (West Germany).
International Calculator Review: Working Paper on Hand-Held Calculators in Schools.
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ED 200 438 (SE)

International Reading Association, Newark, Del.
Reading for Pleasure: Guidelines.
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Essential Social Studies Skills for Senior High Students.
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National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).
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Mathematics Test Available in the United States and Canada.
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Implications for Minority Groups of the Movement Toward Minimum-Competency Testing. A Symposium presented at the 1979 Annual Meeting of the National Council on Measurement in Education.
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The Impossible Dream? Financing Community College's Evolving Mission. "Horizons Issues" Monograph Series.
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Politics of Higher Education. AAHE-ERIC/-Higher Education Research Report No. 7, 1980.
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Principal Evaluation. Research Action Brief Number 12.
ED 193 742 (EA)
Promises and Perils for the 1980s. Junior College Resource Review.
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Accreditation: History, Process, and Problems. AAHE-ERIC/Higher Education Research Report No. 6, 1980.
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National Science Foundation, Washington, D.C.

Curiosity and Self-Directed Learning: The Role of Motivation in Education.
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National Science Teachers Association, Washington, D.C.

What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
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Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Ethnic Studies Sampler. The Best of the Title IX Project Materials.
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Ohio State Univ., Columbus. National Center for Research in Vocational Education.

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Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Energy Conservation Management for School Administrators: An Overview.
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International Calculator Review: Working Paper on Hand-Held Calculators in Schools.
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Selected References on Mathematical Anxiety, Attitudes, and Sex Differences in Achievement and Participation.
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Social Science Education Consortium, Inc., Boulder, Colo.

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Teachers Have Rights, Too. What Educators Should Know About School Law.
ED 199 144 (SO)

Speech Communication Association, Annandale, Va.

Beginning Readers Theatre: A Primer for Classroom Performance.
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ERIC First Analysis: Elementary and Secondary Education; 1981-82 National High School Debate Resolutions.
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Utah State Board of Education, Salt Lake City.

Special Funding for Small and/or Isolated Rural Schools.
ED 200 342 (RC)

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The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education*
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

All levels of adult, career, and vocational and technical education. *Adult education*, including basic literacy training through professional skill upgrading; *career education*, including career awareness, instructional materials, teacher training, parent/community/business/industry involvement, experience-based education; and *vocational and technical education*, including new subprofessional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services*
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management*
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education*
University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; education and learning theory, research and practice related to the development of young children. Includes teacher preparation, educational programs, and curriculum-related community services, as well as administration instruction, and physical settings. Includes both the early years and childhood (ages 0-7), the "middle years" (ages 8-12), and early adolescence (ages 10-14).

ERIC Clearinghouse on *Handicapped and Gifted Children*
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Hearing impaired, visually impaired, mentally retarded, developmentally disabled, abused/neglected, autistic, multiply handicapped, severely handicapped, physically disabled, emotionally disturbed, speech handicapped, learning disabled, other health impaired, and the gifted and the talented; behavioral, psychomotor, and communication disorders; administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional children; general studies on creativity.

ERIC Clearinghouse on *Higher Education*
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research. Federal programs, professional education (medicine, law, etc.), graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, and management of institutions of higher education.

ERIC Clearinghouse on *Information Resources*
Syracuse University
School of Education
130 Huntington Hall
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Education techniques involved in microteaching, systems analysis; and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse for *Junior Colleges*
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on *Languages and Linguistics*
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language and linguistics instruction, pedagogy and methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges, teacher training and qualifications specific to the teaching of foreign languages; commonly and uncommonly taught languages including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on *Reading and Communication Skills*
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and non-verbal), preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis and remediation of reading problems. Speech communication — forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on *Rural Education and Small Schools*
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs for American Indians, Mexican Americans, migrants, and rural residents; outdoor education; educational programs in all small schools.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education*
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education. Within these fields, development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for *Social Studies/Social Science Education*
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; content of disciplines; applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups; education as a social science; history of education; comparative education; social studies/social science and the community; humanities education.

ERIC Clearinghouse on *Teacher Education*
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

School personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; educational personnel development not specifically covered by other clearinghouses. Selected aspects of physical education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation*
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
Telephone: (609) 734-5180

Tests and other measurement devices; methodology of measurement and evaluation; application of tests; measurement; or evaluation in educational projects or programs; research design and methodology; human development; and learning theory in general.

ERIC Clearinghouse on *Urban Education*
Teachers College, Columbia University
Box 40
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

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